LEVEL B

Design for Good Reading

A READING SKILLS PROGRAM

Melba Schumacher
George B. Schick
Bernard Schmidt

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Design for Good Reading

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A READING SKILLS PROGRAM

New Edition

LEVEL B

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Design for Good Reading

READING IS IMPORTANT

Why Read?

READING IS THE MOST IMPORTANT of mental skills because nearly all the subjects you study in school depend on it. If you read inefficiently, you are handicapped almost everywhere you turn. You waste from a quarter to half the time you spend on books. You become tired and discouraged more quickly than the efficient reader does. Reading is thinking; and if you must labor across the page word by word, rereading, and breaking up the flow of facts and ideas in other ways, your thinking and judgment will suffer greatly.

Not only in school but also in the business-industrial world reading is important! It is obvious that a professional man—a lawyer, doctor, minister, teacher—must read many periodicals and books to keep abreast of his field and to fulfill his obligations to the people dependent upon him. However, in the trades, too, an employee or manager must read a great deal if he wishes to move ahead. The number of trade journals has increased by the thousands in just the past few years. An electrician, repairman, or any other member of a skilled trade must know the latest trends and techniques in his field if he is to be successful. Because a business executive spends an extremely large percentage of his time in "business" reading, a number of large companies are training their executives to improve their reading so that the executives can spend more time coping with problems of management and policy. Reading improvement now will not only help you while you are in school, but will prepare you for a far more successful career in adult life.

If you are an efficient reader, you get your assignments done faster—and better—than the slow reader does. You read faster—and with more

understanding of what you have read. Your thinking is not constantly interrupted as it is when you have to go back to reread or because you get tired easily. You know what to look for. You keep your mind on the subject. As a result, you concentrate better and make better grades. When you learn to read efficiently you will be better prepared for all the reading you will need to do in the future, whether for college assignments, for business use, or to keep yourself better informed about everyday events.

As an efficient reader, you will enjoy reading. It is one form of recreation that you can enjoy almost anywhere, any time. You have available to you the whole storehouse of man's adventures and discoveries since the beginning of civilization. You can explore the ideas and feelings of all the great men who have ever lived, and of the not-so-great, too. You can be with the Greeks at Troy, aboard a submarine under the North Pole, or with the astronauts as they conquer space. You can find out how to repair a balky carburetor, put together a high-fidelity amplifier, build a boat, or read a map. Everything that man has ever known is, or will be, available somewhere in books. Finally, no matter what you read, you will be in control as a skilled reader; you will enjoy it more because it will be easier.

Before we get into some of the physical aspects of efficient reading, let's look at some of the other reasons we read and some of the kinds of reading we will need to deal with.

Here are five of the most important reasons for reading:

- To find answers to specific questions
- To get an overview or preview of a broad topic
- To make a thorough study of a specific topic
- To get pleasure and relaxation
- To broaden one's view of the world

Kinds of Reading

THE KIND OF READING YOU DO usually depends on what you are looking for (your reason for reading). For example, you would not ordinarily read a personal letter in the same way you would read a chemistry lesson. You would not read a daily paper the way you would read a Shakespearian play.

There are three main kinds of reading:

Skimming

Skimming is one kind of reading. It means reading rapidly for the general idea and the main points, or for a specific detail. You would

skim for the answer to a specific question, to get four or five facts about a broad topic, or to determine if the material warrants a thorough reading.

Study Reading

Study reading can be divided into four parts:

- Understanding all points involved, including details
- Understanding the organization of the material
- Evaluating the author's knowledge and attitude to see if he is objective or emotional, honest or prejudiced
- Reading for "shades of meaning." Here one looks "between the lines" to find small but exact differences in meaning and intention

Pleasure Reading

Here one is not necessarily seeking knowledge, but relaxation, stimulation of the imagination, beauty. Much knowledge is gained, nevertheless, and is a sort of free bonus. Special use of words, apt phrasing, and pleasing images add to the value of pleasure reading.

What Is Developmental Reading?

THE READING COURSE in which you are now engaged is called developmental reading. Developmental reading should not be confused with remedial reading, nor should you think of it simply as "speed reading." Remedial reading is for individuals who have difficulty getting meaning from the printed page. They have special reading problems which necessitate a "remedy" or "cure." Perhaps they have eye difficulties, they hear inaccurately, or they have never learned the reading process. Speed reading is concerned only with increasing speed and does not deal with the improvement of comprehension skills.

Developmental reading improves *all* reading techniques. It is for the average or above-average reader who can already get meaning from printed material. The word "develop" means to promote growth. Anyone who can already read can learn to read better, can "grow" in his reading skills. No matter how "good" a reader you are, you can still learn to read better, for no one actually knows what the limit is. Obviously a poor reader can improve faster percentage-wise than an already accomplished reader. Reading is a very individual skill. For this reason you should not compare yourself with other readers; you are competing with *yourself*—to make yourself a better reader than you were before.

Developmental reading does try to increase speed, but increase in speed is not its sole purpose. It will improve comprehension, improve the ability to discern the author's purpose, increase awareness of

implications, and develop vocabulary. Comprehension must never be sacrificed for speed. Unless you understand what you read, you are not reading; you are just looking. Anyone can let his eyes go over a page and say he is reading a thousand words a minute. Unless he grasps the meaning of the author, he is not reading; he is looking at the pages. Contrary to common opinion, however, comprehension often increases with a faster reading rate.

THE AIMS OF DEVELOPMENTAL READING are:

- To improve the physical aspects of reading: to increase your eye span, to smooth out your "reading rhythm," to prevent too many eye regressions
- To teach flexibility; to show you that you have not only one reading "speed" but several reading "speeds," depending on *why* and *what* you are reading
- To help you develop many kinds of comprehension skills—questioning, anticipating, prereading, and others
- To improve your vocabulary
- To help you in all your other subject-area reading, and finally and most important—
- To help you develop a liking for reading

DEVELOPING SPEED AND COMPREHENSION

Eye Movements in Reading— How Can You Read Faster?

IF YOU SIT IN FRONT of a person who is reading an essay or a novel and watch his eyes closely, you will see that his eyes do not move in a continuous motion—they stop and start several times as they cover a line of print.

This aspect of reading is called the *fixation* or *eye stop*. Now, if you observe your reader again and count the number of stops his eyes make in going across the line, you will be observing a second aspect of the reading process known as the *eye span*. The fewer stops the eyes make, the wider their span, or part of the line they cover in one stop.

An efficient reader who is reading (not skimming) covers various lines of print quite differently. Here are some examples of the number of stops or width of spans:

Learning to read faster and better is something anyone can do.

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In general terms, the fewer the stops, the more efficient your reading is. (But remember, this depends on what you are reading. You read poetry slowly; you *skim* if you are looking for one fact.) Most people learned

in grade school to sound out each word orally. This was necessary then, because the letter symbols for sounds were still unknown to the child. Each word had to receive the same laborious attack until the child saw it frequently enough to recognize it on sight. Many people needlessly continue to read silently in this same tedious word-by-word fashion. Your eyes can do much better on most of your subject-matter and pleasure reading than you may believe; they are a very "wide angle lens" and can be trained to cover more than one small word with one stop; they can, in fact, see "units of thought," or several words at one time.

Once more, watch your reader. You will see that his eyes sometimes "go back," or *regress*, on a line. This is not a good practice because it is seldom necessary to reread a line. More likely, the eye movements lack rhythm and if you regress frequently, you are not controlling their movements properly from side to side, line to line.

And finally, as you watch your reader, you will see that the duration of his eye stop varies: one may be much longer than another. This habit too is usually not good, because the duration of the eye stop should be much the same on all words or phrases to be smooth and efficient.

The sentence below is written as it would appear in any book. Read it by focusing your eyes on the dots above the words rather than on the words themselves. You will notice that you can move your eyes more smoothly from word to word than if you look at each word directly. The white space between words tends to cause us to read in a static start-stop pattern which slows down our reading rate.

Learning to read faster and better is something anyone can do.

Now, read the same sentence again in which the words have been separated for you into meaningful groups. Again focus your eyes on the dots provided. Let your eyes stop only once on each dot. You will notice that looking slightly above the line of print in this manner also enables you to take in more words at one stop.

Learning to read faster and better is something anyone can do.

Read this last sentence several times to get the feel of "faster reading." Notice that in reading this sentence your eyes started and stopped only 4 times compared to 13 times for the earlier sentence. Imagine how much time and effort you would save by reading entire chapters and complete books in this way. This is to say nothing of the resulting improvement in your concentration, because you become more of an active, interested reader. And like any other activity, being able to read well adds immeasurably to the pleasure in doing it.

Caution: Remember that this faster reading rate depends entirely upon your purpose in reading and the difficulty of the material. The skilled

reader has several rates at his control:

RATE	MATERIAL	PURPOSE IN READING
Fast	light; low vocabulary level	pleasure or general information
Medium	informative; average vocabulary	detailed information, some study
Slow	technical or difficult; average to difficult vocabulary	enjoyment of language, preparation for testing

When you read each of the twenty-six selections, keep these reading techniques in mind. Do not go so fast that you lose all comprehension, but read fast enough to require all of your concentration.

Efficient Reading

YOU CAN NOW SEE that the efficient silent reader, in most of his reading, comes to see "ideas" instead of individual words. The efficient silent reader is not the prisoner of each word or part of a word. He is able to "fuse" a group of words into one idea, one meaning, or one interpretation.

Often a student will say, "I read slowly, but I get it all." Research in many schools does not bear this out. Slow readers are not likely to "get" more than faster ones. For instance, if you have learned to read your history assignment at 400 words per minute, you are just as likely to understand it and remember it as you would at 200 words per minute. By reading twice as fast you would have saved half the time and could use it for other class study or personal recreation.

There are other inefficient habits concerned with the physical aspects of reading which you must overcome. They are (1) moving your lips; (2) "saying" words, and (3) moving your head from side to side. These habits are tiring, and slow you down, physically *and* mentally. Few public speakers can say more than 300–350 words a minute. It is plain, then, that if you are a "lip reader" you can never be a good reader, even on the most simple kind of material.

Self-confidence is built slowly. Old habits are hard to change. If you get a little flustered when you speed up or come upon an idea that jolts you, remember that you'll settle down again. Not giving up is what is important. Soon you will be pleased with your progress; you'll have more leisure time when lessons are out of the way more quickly. Reading will become more fun as you learn to be more efficient.

From this brief discussion we can conclude that there are several physical habits you should develop to become an efficient reader:

- Your eyes should make few stops per line on *most* of the reading you do, depending on *what* you are reading and *why*

- Your eyes should move *rhythmically* across the page; that is, stops should usually be of about the same duration
- Your eyes should not "go back," or regress unless you *want* them to do so

These habits can replace the less efficient habits you may be using now. But as in the changing of any physical habit, desire to improve, concentration, and above all *practice* are necessary.

Critical Reading

YOU SHOULD KNOW that what you bring to the "banquet table of reading" is as important as what the author has already placed there for the feast. It takes two to read an essay or book—the reader and the writer. Remember what Thoreau said: "Many a good book is spoiled by a bad reader." By this he meant, of course, that some readers are so set in their ways, so sure they know what is right or wrong or good or bad, that the book doesn't have a chance to have its say. The reader has already made up his mind.

What you get from a book depends on what you bring to it. And so, to get the most pleasure and profit from reading, keep an open mind and keep your feelings alert for something new or unknown. You do not have to agree with a writer—indeed, you may disagree very much, but give him a chance before you do judge him! Much of the joy of reading comes from comparing your ideas with a writer's, your teacher's, or with other students'. Feeling and thinking about what you read is the very heart of reading.

It is easy to "comprehend" the sentence, "This is a robin." These four words mean about the same to all of us. But look at this sentence: "Democracy is based on the freedom of the individual." Here comprehension depends on your attitude, background, skill in interpretation, and knowledge of abstract terms. What does the author mean by *democracy* and *freedom*? What do these words mean to you? Both terms have been used with quite opposite meanings, not only in our times, but during many ages in the past. Emotions are involved. The words fill one person with pride, but may make someone else very angry! You can see, then, that comprehension has several faces.

Words Are Suggestions

BECAUSE PEOPLE ARE NOT alike, much of what they read may mean quite different things to different ones. Emotion, intelligence, knowledge, background, and attitude affect meanings. If a boy comes from a wealthy home, the word "poor" will hardly mean the same to him as it does to a boy from "the other side of the tracks." (Note how the last

phrase is itself a "suggestion.") In other words, if you know something about your own likes and dislikes, if you analyze your frame of mind, then what you read will be more meaningful, since you will know how to "make allowances." You will remember that words represent ideas and that ideas seldom represent exactly the same thing to all people. You will ask yourself questions like these: "Why did the author write this?" "Why do I feel as I do about it?" "Am I being unfair?" "Am I too generous in my praise because I *want* to believe this?"

Remember, too, that *all* problems and questions that come up in life don't have one, simple answer. The critical reader learns this, and looks at all sides! Only in this way can he develop real confidence, judgment, tolerance, and respect for the opinions of others.

Rate and Purpose

FLEXIBILITY—adapting of speed to purpose—is a mark of the good reader. You should remember again that you have several reading "speeds," not just one "speed." "How fast should I read?" The best answer to the question is something like this: "That depends on *what* you're reading, and *why* you're reading." If you are looking for a simple fact—perhaps the birth date of some man in history—then the rate will be fast indeed; you can "skim" along. But if you are trying to understand a passage from *Macbeth* or if you are looking for beauty, your speed will drop. If you try to read everything at the same rate, you will waste time in some cases and in others will miss what may be pleasant and valuable.

Signposts

RECOGNIZING SIGNPOSTS is another help to comprehension. Most textbooks, magazines, and newspapers have devices to help you. Some of these helps are obvious, such as tables of contents, chapters, headings, and subheadings. Others, less apparent, but which you can look for, are topic sentences, key words, and summarizing sentences.

Other signposts stand out, too. The purpose of punctuation is to make meaning clear; if you have a good knowledge of punctuation, you have a staunch aid to better reading. Spelling is of course a necessary tool. Knowing how to spell words makes them more instantly recognizable. Practice in reading maps, graphs, and charts is most useful. Learn how your school library operates, and discover how many aids it contains. Card catalogs, reference books, and indexes are all short cuts to finding what you want, or something new. And, finally, the biggest signpost of all is a large vocabulary. Nothing else is quite so important.

INTRODUCTION TO READING THE ESSAYS

Increasing Rate and Comprehension

FROM THE PRECEDING PAGES you have learned about the reading process and about ways in which you can improve your reading efficiency. The following twenty-six selections are designed to help you check your increases in rate and comprehension while using these skills.

Each lesson consists of a reading selection followed by multiple-choice comprehension questions and vocabulary exercises. You will want to see how fast you can read the essay and still get the author's main idea and some of the supporting details. If you make a score of seventy per cent or better on the comprehension questions, you should push for a faster reading rate on the next essay. If you make a score of less than seventy per cent, then maintain the same rate and practice until your comprehension scores come up.

If you are not familiar with using the reading skills outlined earlier, you will need more practice. Think of it as learning to play the piano; at first you are so concerned with where your fingers are on the keyboard that you can't play smoothly with more attention to the music. So it is with reading skills. At first you will be so concerned with *how* you are reading, that you won't get so much from *what* you are reading. As the new methods become habit, you will forget *how* and be able to concentrate more fully on *what*.

You can determine your reading rate by consulting the conversion table on pages 130–34. You may time yourself, or your teacher may time the class as a whole and write the speeds on the board. Be sure to note your rate in minutes and seconds as soon as you finish

reading. Then complete the comprehension questions without looking back at the selection. The answers to the questions are on pages 129–30.

The Progress Record

ON PAGES 196–97 there is a place for you to keep a record of your progress. Fill in the rate-comprehension graph as directed for a continuing visual record of your progress. Since some selections are more difficult than others, do not feel that you have failed when your comprehension score drops too much on any one exercise. Chances are that you will make it up on the next one.

Remember that you must be accurate and honest with yourself at all times; otherwise you will be unable to observe your own progress. You are not competing with anyone else in the class; you are competing only with your own past record. Everyone will be starting with different beginning reading rates and comprehension scores. You are only concerned with your own progress. Keep the faster reading skills in mind and the suggestions for better comprehension. Strive to do each lesson better than the one before. No matter how fast or well you read now, you can read better and faster with practice.

What Do You Think?

AFTER YOU HAVE RECORDED your scores on the progress profile page, turn back to the discussion questions under "What Do You Think?" Read them over and think about your answers. Reading anything would be pretty senseless if we could not evaluate it and communicate what we think about it with others. What we have read before in our lives affects what we read now, and our personal experiences affect our attitudes about what we read.

The questions on this page relate the reading selection to what is happening to us every day. You will not agree with some of the other students on certain questions and they will not agree with you, but this is really what makes communicating with others interesting. It would be pretty dull if every one had the same opinions about everything.

Think out these discussion questions carefully before you talk about them. Be prepared to back up your opinions with personal experiences or other things which you have read. Make your argument for or against as strong as you can. Your teacher will act as a moderator for the discussion.

At the end of each discussion page is a list of three books which relate in some way to the selection you have read. They have been chosen

for their high interest. If something in the selection has sparked your interest, you may wish to get one of these books from the library for further reading, or you may wish to use one of them to strengthen your argument on one of the discussion questions.

The Rest Is Up to You

NOW YOU ARE READY to read the first selection. Read at your normal reading rate in order to get a fairly true figure for your present reading rate. In subsequent selections, use the reading skills we have discussed to increase both your rate and your comprehension.

If you seem to progress for a while and then stay at the same level for three or four selections, do not be discouraged. You have merely come to a "plateau," which is quite normal. After breaking old habits, it takes time to establish new ones. Think of these "plateaus" as resting places during which you are fortifying the new habits for further improvement.

ESSAY 1

One Man and a Thousand Tigers



Many stories are told of tiger hunts. Some tales about the destructiveness of man-eating tigers defy rational explanation.

IT IS AN OLD STORY that the unquiet spirits of those a tiger had devoured will sometimes help a hunter to avenge them.

A remarkable instance concerns a man-eater that lived in the Ada Bala Hills. A professional shikari who lived in the same range volunteered to destroy this animal, which had already eaten several persons of various ages and sexes. After making a study of the tiger's habits he built a machan in a salar tree close to a water hole and about fifteen feet from the ground. A buffalo was sacrificed for the common good and one evening before a night when a full early moon could be expected was tied up by the drinking place. The shikari mounted the machan long before dusk.

Man-eaters, if they live long enough, become very experienced in the ways of men. This one, when he approached the water hole and saw the buffalo conveniently tied to its stake, became suspicious. No doubt, too, having a predilection for human flesh he was in no great hurry to fall on a tough animal when there seemed a chance of getting its owner. He therefore retired into a nearby thicket and waited.

After a while he must have become conscious of the shikari up in the machan. At all events some time after midnight he went quietly to the foot of the tree and then with a sudden rush—his claw marks were visible on the trunk—clambered up and seized the unfortunate man, who was probably dozing. Next morning the shikari's clothes and some fragments of his corpse were found nearby. The buffalo had not been touched.

After this no one could be found to tackle the man-eater. Months went by and six more villagers were killed, but in spite of a comparatively substantial reward no volunteer could be found in the whole region. But the news travelled and finally an enterprising sportsman from some distance away decided to come and see what was happening. On taking a good look round the place he was disconcerted to find that there was no other reasonably promising site for a machan except the very tree from which his predecessor was said to have been dragged. The tiger seldom or never returned to his kills, and the only forseeable thing about his conduct was his liking for this particular drinking place.

The new arrival had a machan built nearly five feet higher than the first. An examination of the tree trunk did not lead him to suppose that this would put him beyond the tiger's reach, but knowing himself to be a good shot he was reasonably sure of being able to knock

From ONE MAN AND A THOUSAND TIGERS by Colonel Kesri Singh, © Colonel Kesri Singh 1959. Published in the United States by Dodd, Mead & Company, Inc. Reprinted by permission of Curtis Brown Ltd.



the animal down before he could get so far. He also obtained a fat buffalo calf which he thought might be expected to appeal to any tiger, and which even an old one would be able to kill without great difficulty.

No one came with him, and having picked a suitable evening before a moonlit night he walked down to the water hole and climbed up to his perch alone. Having loaded his rifle and made himself as comfortable as the situation allowed, he began his watch. Nothing happened. The calf chewed its cud quietly; no jackal or lapwing broke the silence with its warning. The man stared and stared into the pattern of moonlight and shadow.

He was startled by a sharp blow between the shoulder-blades. He rocked a little in the machan and at once saw the tiger directly below, crouched and looking up ready to spring. Although his attention had wandered and he had been on the edge of a doze, being an experienced game shot he brought his rifle into his shoulder almost without thinking and fired straight down. The tiger collapsed at the foot of the tree, and at the same moment the hunter felt three, light, congratulatory pats on his shoulder. He twisted round but he was quite alone. There was no branch that could have so touched his back, and no wind to move one even had it existed.

The man who killed this tiger told me the story himself. He is not a man who cares to attract attention, and I am very far from suspecting him of a vagrant imagination. He believes, of course, that the dead shikari warned him. So should I, no doubt, if it had happened to me. As it is, I am content to put it down here, like everything else in this book, as simply another tiger story.

TIME.....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *While on the perch (or platform) the second hunter was startled by*
(*a*) a bleat from the animal used as bait; (*b*) the cry of a lapwing; (*c*) the bark of a jackal; (*d*) a sharp blow between the shoulder-blades.

..... 2. *What was the first hunter probably doing when the tiger seized him?*
(*a*) looking up; (*b*) watching the bait; (*c*) dozing; (*d*) sleeping soundly.

..... 3. *The animal that was used as bait*
(*a*) was devoured; (*b*) broke loose and disappeared; (*c*) was killed by the tiger but not eaten; (*d*) was not even touched.

..... 4. *After the tiger was dead, the second hunter thought he was being congratulated by*
(*a*) three pats on his shoulder; (*b*) a slap on his back; (*c*) the branches of a tree brushing across him; (*d*) a blossom falling in his lap.

..... 5. *The second tiger*
(*a*) got into the tree before the man killed it; (*b*) collapsed before it could leap; (*c*) never saw the man; (*d*) leaped as the man fired.

..... 6. *The man who decided to look for the tiger was a*
(*a*) rajah; (*b*) shikari; (*c*) sheik; (*d*) trapper.

..... 7. *Before another hunter would go for the tiger, how much time passed?*
(*a*) more than two years; (*b*) almost a month; (*c*) several months; (*d*) a week.

..... 8. *The perch of the second hunter was built*
(*a*) near where the first had been; (*b*) in the same tree; (*c*) far from where the first had been; (*d*) across the river from where the first had been.

..... 9. *After a while, man-eaters*
(*a*) become experienced in the ways of men; (*b*) never learn much about men; (*c*) learn about men, but forget; (*d*) become experienced in the ways of forest creatures, but not in the ways of men.

.....10. *The belief that the spirits of those devoured by a tiger will sometime help a hunter to avenge them may be considered*
(*a*) a scientific fact; (*b*) a falsehood; (*c*) an old story; (*d*) a new idea.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. The *shikari* led the expedition into the forest.
(*a*) soldier; (*b*) servant; (*c*) native hunter; (*d*) half-breed.

..... 2. The *machan* was barely visible through the trees.
(*a*) hunting platform; (*b*) native hut; (*c*) trap for tigers; (*d*) camp for the hunters.

..... 3. Joe's *predilection* for always saying the wrong thing was well known.
(*a*) reason; (*b*) desire; (*c*) distaste; (*d*) tendency.

..... 4. The salesman made a *substantial* commission on the sale of the car.
(*a*) reduced; (*b*) quick; (*c*) large; (*d*) small.

..... 5. *Enterprising* businessmen promote the growth of the community.
(*a*) wealthy; (*b*) energetic, venturesome; (*c*) determined; (*d*) unselfish, generous.

..... 6. The pupil was *disconcerted* when he saw his test score.
(*a*) pleased; (*b*) upset; (*c*) relieved; (*d*) surprised.

..... 7. The new manager is trying to imitate a *predecessor.*
(*a*) friend; (*b*) person who previously held the position; (*c*) person who instructs for certain work; (*d*) superior.

..... 8. The howl of a *jackal* frightened the horses.
(*a*) kind of wild dog; (*b*) kind of owl; (*c*) kind of wildcat; (*d*) wild boar.

..... 9. The son was determined to *avenge* his father's murder.
(*a*) pay for; (*b*) find an answer to; (*c*) demand satisfaction or inflict punishment for; (*d*) try to forget.

.....10. *Vagrant* workers helped the farmer harvest the crop.
(*a*) wandering, roving; (*b*) willing; (*c*) inexperienced; (*d*) capable, experienced.

What Do You Think?

Questions About the Story

1. In the first paragraph of the story to whom does the word "those" refer?
2. How are we able to get the meaning of the word "predilection" from the following sentence without looking the word up in the dictionary? ". . . having a predilection for human flesh he was in no great hurry to fall on a tough animal when there seemed a chance of getting its owner."
3. Who gave the hunter a sharp blow between the shoulder blades? How do you know?
4. In the last paragraph the author describes this incident as just another "tiger story." Do you think he really believes the story?

   What other phrase do we use to describe an exaggerated tale? a _____ story?
5. Do you think the man in the story took on the job of killing the tiger just for the money?

Questions to Think About

6. From your reading experience, do you think that it is true that tigers develop a taste for human blood after they have killed one man?
7. Primitive people believed in the supernatural powers of many things. Why do you suppose that they were frightened by such things as thunder and lightning, fierce storms, or eclipses of the sun?
8. Is belief in ghosts or spirits of the dead always limited to ancient or primitive people? What are some modern-day superstitions?
9. Tigers become wary of hunters if they live long enough to experience many close calls. What other animals have you read or known about which learned to avoid man's attempt to kill or catch them?
10. What do you think is the smartest animal in out-foxing human beings? Why?

HAVE YOU SEEN THESE?

Corbett, James.	*Man-Eaters of Kumaon*
Reid, Wayne.	*The Tiger Hunter*
Stark, Mabel.	*Hold That Tiger*



ESSAY 2

The Sacrifice

Courage must be proven. In this story a dog pays for this courage, and his love for a small boy, with his life.

FROM BETWEEN THE HILLS came a small boy. He wore ragged clothes, patched around the knees. His pants were faded white and the fabric had shattered into fringes at the bottom of each leg. He didn't wear any shoes. His hair was long and his face dark, deep brown even in the sunlight. In the shadows, as he passed under the tree, he looked black as the night. Now, his dark, round face was dirty.

Behind him came a scrawny old mutt with patches of white hair sprinkled on his dirty, wiry, yellow coat. His ribs could be plainly seen, coiling like a spring with every breath. The dog stood a little over waist high beside the boy. Sometimes the boy wanted to ride the dog, but he always remembered that the dog was getting too old.

Now the dog's tongue hung out from the corner of his mouth. There were wrinkles around his eyes and mouth. He trotted lightly, though, passed the boy, and led the way down the trail toward the house.

The boy screamed out something and the dog stopped in his tracks. With his tail wagging, he turned and looked at the boy patiently and then swallowed.

"You wait for me. Understand?" the boy commanded, but gently. "You know how mad my grandmother gets when we leave without letting her know where we are."

The dog shook his head and let out a whimper. The dog was old. He had come to the boy many months before. It seemed that stopping at their house didn't help the dog any. He was just as bony and skinny as when he first arrived.

"You know, old boy, I'll get you fat someday," the boy told the dog and fondly rubbed his head in his two hands.

Together, they turned and ran down the trail toward the house with the dog clumsily, lazily loping along behind, his ears flapping with each stride.

"Hey, Grandma! I'm home!"

His grandmother sat in front of the stove with her hands white and pasty with flour. She looked stern, the boy thought. He knew she was angry with him. The old mutt came up behind him, wagging his tail, but that didn't help any. As soon as the dog looked up, Grandmother threw a piece of dough that she was making into a tortilla.

"Darn you, old mutt!" she screamed. "I told you to stay out a hundred times."

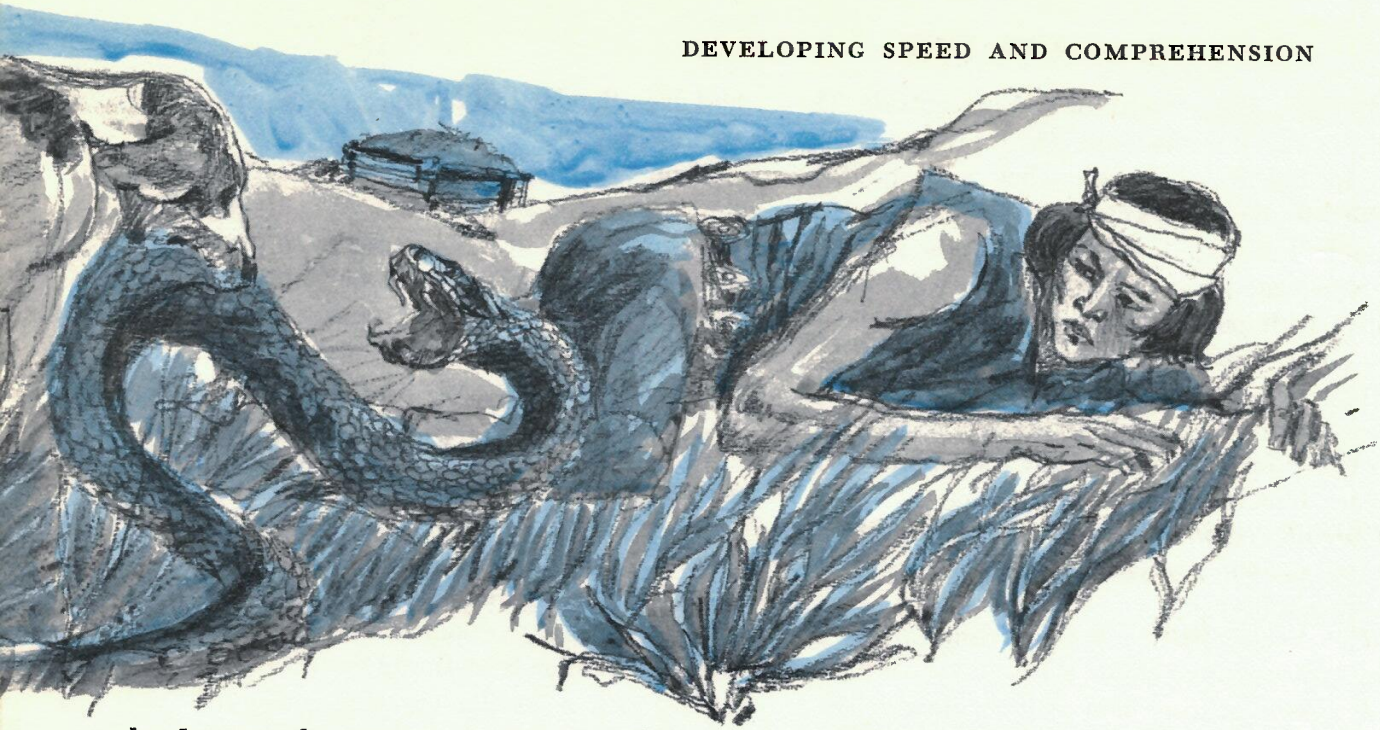
Chris stood sheepishly by the door, looking at the dough smashed against the wall like a piece of white mud.

"That dog has caused a lot of trouble since he came," she protested. "All he does is lay and sleep in the vegetable garden. We're going to get rid of him, if he doesn't start *acting* like a good mutt."

Chris stood, saying not a word, but he knew his grandmother wouldn't do what she threatened. She knew he liked the dog very much and that

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the dog was the only companion he had. Many times Chris would sit beside him and talk to him. His dog was a good listener. The dog never said anything, but he listened to everything Chris had to say.

"Besides, all you've been doing is *nothing* since he came." His grandmother pulled another fistful of dough from the big round ball in the pan. With both hands she began rolling it into a round shape. Her flaccid face shook as she pulled and slapped the tortilla from hand to hand.

"Another thing, you're hardly ever home. When the sun comes up, you're gone."

That was true. At least, things were no different since the dog came. She said that just because she was angry. Ever since he could remember, Chris had hardly ever stayed home. He would spend the day wandering in the hills around the area near the house. In his day's wandering he found many deer tracks and javelina tracks. He also found many cactus which had been chewed on and uprooted.

"You won't really get rid of my dog, will you?" he asked.

"If you like him so much, he can stay," his grandmother replied, defeated.

Chris looked at the blessed stone in the palm of his hand. Then he looked at his grandmother, facing the fire.

"I knew you'd say that, Grandma," he replied, smiling.

"How did you know I would?" his grandmother asked and waited for an answer.

"This is why." Chris stood before her, showing her the blessed stone that always hung around his neck on a buckskin thong.

His grandmother returned to making tortillas.

"Grandma, who was the medicine man who blessed me with this stone?"

"Why don't you ask the stone? You wear it all the time."

Chris smiled at her. He felt like smiling at her again, but decided not to. She just might get mad, after all. She didn't like people getting the best of her.

"Okay, I'll do the rest of the tortillas for you, if you answer my question," Chris offered.

"Oh no you don't, either!" She answered him quickly, shaking her head. "You don't even know how to pick wild berries without upsetting the whole basket." Chris's grandmother continued, defeated, "Okay, I'll tell you. It was given to you by a passing medicine man who stopped by the house when you were born."

"Do you believe in the stone?" Chris asked with the stone clutched in his right hand and looking at his grandmother.

"Yes. Without it you would have probably drowned in the river. Your own mother threw you in. Your Uncle Bill pulled you out. Now, here, eat this and go out and play."

She handed him a piece of hot tortilla. It felt good and warm in his hands. The tortillas his grandmother made had a taste of their own.

He took a huge mouthful and ran outside. The bushes swayed in the wind. The mutt stood, wagging his tail, waiting to see what they would do.

Chris found much enjoyment in running. Now he said, "Let's go," and took out on the run after his four-legged friend. Through the wind he ran swiftly with pounding, pumping legs. Together they chased out over the rocky, saged hills.

Then, sure enough, the mutt took out after a cottontail and vanished among the rocks. Chris was left so far behind that only the baying sound reached him, but he kept on running.

They chased rabbits, not to kill them, but for the fun and sport of chasing them. Usually, they ran their rabbit into a hole or a crack.

Now, before he had time to think about the mutt's voice coming closer, the rabbit ran between Chris's legs, scaring him half to death. Then, while he stood there blinking, his mutt friend hit him from the side, full-speed, knocking him off into a nearby ravine.

The world around him went into a spinning spiral, like in a dream. He never knew how long he was knocked unconscious. He came awake with a splitting, pounding headache. The images around him were blurry and out of focus. There was a pain in his left arm which he was lying on.

Chris felt another pain in his right ankle. He surmised that he had sprained his ankle. But nothing hurt like the bump on his head which had sent his mind into a whirling, ringing state of weird confusion. Sudden fear pierced his chest.

He heard a fast, high-pitched vibrating noise. His mind was still in a whirl. Chris didn't know whether he was really hearing things or whether this was just his head ringing. But then, he froze, petrified from the sudden fear. Rattlesnake!

Around him fuzzy, swimming images came into sudden detail. The pain and the headache suddenly vanished. There before him, the blurry grey object he had thought was a flat rock revealed itself into a rattlesnake.

Chris didn't know whether to cry or make an attempt to run. His mind halted at sight of the ugly reptile. He dared not move, but he doubted that he could if he tried. The vibrating seemed as if it would sound into eternity.

On the verge of fainting, Chris just stared. All things went blank in his mind—the mutt, the wind, and even the day. All his senses were centered on the rattlesnake.

Then, at last, he could hear the wind breathing, the trees and bushes rustling. At last, after a lifetime in silence and numbness, he could hear from life again. In the far distance, the moaning sound of a diesel reached him. For the first time, he conceived just what life was. It was everything, and there he was, staring into the eyes of death.

From where he lay in the ravine, Chris could see his house down between two little hills. The tin sheets shimmered in the sunlight. It was noon and his grandmother would be sitting by the open fire, frying potatoes. He could smell the grease and hear the potatoes crackling. He could see his grandmother squinting into the smoky flames with a tortilla covering one whole arm while she turned the potatoes. These images were in his mind.

The rattlesnake began to vibrate even more. It was a sudden, fierce rattle. Then, over above him and behind him, Chris heard a ferocious growl. It couldn't be the old mutt. No! He was too gentle and stupid. The old mutt would rather play with a rattlesnake. He was that stupid.

The growl continued though and, with it, came hard, high, challenging barks. The snake began to coil and Chris reacted instinctively and grabbed a fistful of dirt and slung it into the open mouth of the reptile.

The snake lashed out.

Chris rolled over with the snake around his arm. As Chris rolled, the snake went with him. The hard, smooth scales sent fear to the ends of his spine. A hot lightning-like feeling shot through him. Then the old mutt was on top of them, his old teeth showing savagely.

He heard the old mutt yelp out painfully.

Chris rolled free of the life-or-death battle. The fight continued only a few feet away from him. With one last challenging lunge, the mutt had the rattlesnake in his old broken teeth.

The snake twisted and coiled, still rattling defiantly.

Chris noticed a rock nearby and reached for it. He took the stone firmly in hand with his fingers clutched around it. He threw the sharp stone with all the strength he had and hit the snake.

He saw the old mutt running and staggering up the rocky creek. Chris knew what was about to happen. The old mutt knew his death was at hand and he wanted to die in peace. The old mutt wanted to die away from the sight of his master.

Tears now obliterated Chris's vision. The pain in his right ankle was excruciating. Vainly, he reached and called out in crying pain.

"*Guerrero, Guerrero,* come back!"

Tears flowing, Chris tried once again to regain his footing. The intense pain only caused him to tumble to the ground again. The jagged rocks added to his pain. He began to crawl in the direction *Guerrero* had vanished.

Chris wanted to see his dog before it died. He wanted to let him know that he loved him. *Guerrero* had been just an old mutt until now. Today, Chris called him *Guerrero,* warrior. Chris didn't think of a name. Out of the ordeal of pain and death the name sprang forth.

He continued crawling and crying, calling, "*Guerrero! Guerrero!* Come here."

All he could hear was the echoing of his call, vainly bouncing off the rocky canyon walls. It must have been a long time before he found *Guerrero* lying in the shade where they used to wrestle, early in the morning or just before the sun would go down.

"*Guerrero,*" Chris said, half moaning and on the verge of tears, "my warrior, the gods won't let a savage fighter like you die."

Chris wished *Guerrero* could understand his words. But there was a silent communication between them now. Chris looked into the dog's eyes and they both accepted the inevitable.

"I'll pray to my gods. They will hear me," Chris continued, sobbing. "They will not let you die. I will pray to Bear, god of strength. He will restore your strength. Then, you and I can run the saged hills again. You'll see, *Guerrero.* You'll see."

The dog lay before Chris and turned his eyes toward him hopefully as if understanding every word. Silently, *Guerrero* and Chris lay together. The tears had gone from Chris's eyes now. He gazed at a crow gliding above them. The bird shuffled from tree to tree, full of ecstasy. Life all around! Chris looked questioningly at the sky. He held *Guerrero's* head in his hands.

Many times Chris had wished he were a god.



Now, with his best friend dying, he cursed himself for being born to the human race. Why couldn't he have been born among the clouds? Feeling useless and worthless, tears appeared in his eyes once more.

"*Guerrero,*" he sobbed. "I didn't mean to get you killed. If it hadn't been for me, you'd be full of life."

Guerrero never heard Chris's last words.

Chris prayed to his gods to accept his friend. "Gods of after life, take my worthy friend into the kingdom and give to him what I could not give."

The old skinny mutt had sacrificed himself for his master. It seemed so ironic to Chris, as he kneeled over *Guerrero.* It was unreal that an old mutt could suddenly turn into a ferocious savage to meet a challenge.

Around Chris's neck hung the blessed stone with its two white, fluffy plumes. They were from an eagle. Chris blew the plumes. They leaped with happiness like *Guerrero* had when they wrestled together.

Blessed by a medicine man at birth, saved from drowning, and now *Guerrero!*

Chris clutched the stone in his fist and placed his other hand on the warm body of the skinny mutt with yellow teeth. No more tears blinded his vision. He felt strong.

TIME_____

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *Since the dog had come to the boy's home it had*
(*a*) grown thin; (*b*) grown fat; (*c*) stayed the same; (*d*) grown much stronger.

_____ 2. *The boy called his grandmother*
(*a*) Grandma; (*b*) Granny; (*c*) Old One; (*d*) Grandmother.

_____ 3. *Which word or words best characterize the grandmother?*
(*a*) evil; (*b*) weak-willed; (*c*) explosive but kind; (*d*) soft and gentle.

_____ 4. *His grandmother complained because Chris*
(*a*) hardly ever stayed home; (*b*) lay around the house all day; (*c*) talked to the dog too much; (*d*) neglected his friends.

_____ 5. *The blessed stone had been given to Chris by*
(*a*) his father; (*b*) his grandfather; (*c*) a Chief; (*d*) a medicine man.

_____ 6. *The grandmother believed in the blessed stone because*
(*a*) the boy was strong and healthy; (*b*) he had been saved from drowning; (*c*) she was religious; (*d*) none of the above.

_____ 7. *The rattlesnake caused the boy to be full of*
(*a*) fear; (*b*) terror; (*c*) an appreciation of life; (*d*) all of the above.

_____ 8. *Why did the dog go away after the snake had bitten him?*
(*a*) he was angry; (*b*) he wanted to die alone and in peace; (*c*) he was afraid of the snake; (*d*) he had lost his mind.

_____ 9. *Chris called the dog "Guerrero" because the name meant*
(*a*) hero; (*b*) Big Chief; (*c*) Brave One; (*d*) warrior.

_____ 10. *Which statement is the best main idea of this story?*
(*a*) Indians are all brave; (*b*) rattlesnakes are evil; (*c*) you can't always tell a hero by his looks; (*d*) grandmothers are kind people.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. The *scrawny* dog was obviously very old.
(*a*) healthy; (*b*) sick; (*c*) heavy; (*d*) thin.

_____ 2. Grandmother often made *tortillas* on warm days.
(*a*) pottery; (*b*) flat cornmeal cakes; (*c*) dumplings; (*d*) papier-mâché figures.

_____ 3. During the hunt the dogs made a *baying* sound.
(*a*) barking; (*b*) sickening; (*c*) laughing; (*d*) plaintive.

_____ 4. The boys hid the jewels in a *ravine.*
(*a*) safe; (*b*) mattress; (*c*) deep gorge; (*d*) hollow tree.

_____ 5. *Unconscious* of his mistake the man proceeded on his way.
(*a*) unaware; (*b*) afraid; (*c*) cognizant; (*d*) indifferent to.

_____ 6. The house had a *spiral* staircase.
(*a*) old fashioned; (*b*) circular; (*c*) wooden; (*d*) steep.

_____ 7. Modern music often seems like a series of unconnected, *weird* sounds.
(*a*) harmonious; (*b*) lyrical; (*c*) fast; (*d*) strange.

_____ 8. The youth's ideals were *shattered* when his hero was arrested.
(*a*) reenforced; (*b*) broken; (*c*) given hope; (*d*) unwarranted.

_____ 9. The police *instinctively* knew who committed the crime.
(*a*) after much research; (*b*) naturally; (*c*) immediately; (*d*) ultimately.

_____ 10. *Vibrating* noises often gave Grandmother a headache.
(*a*) melodic; (*b*) loud; (*c*) soft; (*d*) quivering.

What Do You Think?

Questions About the Story

1. Oftentimes an author does not give all of the details, but gives us clues so that we can draw our own meanings or conclusions. There is one clue in the story that accounts for Chris being raised by his grandmother. What is the clue? We must still read our own meanings into this clue. Why didn't Chris's own mother want to take care of him?
2. Do you think that the grandmother expresses her feelings well? In what ways does she show her love for the boy?
3. What incident in the story would be very difficult for someone to understand who was not himself an Indian?
4. What lesson does the boy learn from the dog's sudden courage and loyalty in the face of danger?
5. How does the grandmother show her wisdom by letting Chris keep the dog? In this remote, lonely area of the country everything and everybody must serve some purpose. What purpose does the dog serve? The blessed stone?

Questions to Think About

6. The life of the American Indian in the Southwestern deserts is often difficult and lonely. What qualities do these people supposedly possess which might be attributed to this life?
7. People never really understand one another's religions. Early missionaries strove to "save" the American Indian from his pagan beliefs. What purpose did these misguided "saviours" serve in the early settlement of this country? Can the descendants of these missionaries look back with pride upon the efforts of their ancestors?
8. The colonization of this country by our ancestors is not an altogether attractive picture of bravery and strength. The sufferings of relocated Indians in remote, barren sections of this country serve as constant reminders that we often are no better nor worse than those we criticize. What are some other examples of colonization in history?
9. Heroic acts of animals are frequently celebrated in story and news items. In what ways do people depend upon their pets or trained animals for their safety? In how many ways are dogs used to help human beings at home, at work, for recreation, and even at war?
10. Do you think that Chris and his family would be considered poor? What, if anything, is being done to change things for these people? Do you think we should spend less on helping the poor in foreign countries and more on helping those at home?

HAVE YOU SEEN THESE?

Horan, James.	*The Great American West*
La Farge, Oliver.	*Laughing Boy*
Schultz, J. W.	*My Life as an Indian*

ESSAY 3

The Autobiography of Benjamin Franklin



Nearly everything Ben Franklin did or wrote is still of interest to moderns. In this portion of his Autobiography, *he tells of his first arrival in Philadelphia.*

My INCLINATIONS for the sea were by this time worne out, or I might now have gratify'd them. But, having a trade, and supposing myself a pretty good workman, I offer'd my service to the printer in the place, old Mr. William Bradford, who had been the first printer in Pennsylvania, but removed from thence upon the quarrel of George Keith. He could give me no employment, having little to do, and help enough already; but says he, "My son at Philadelphia has lately lost his principal hand, Aquila Rose, by death; if you go thither, I believe he may employ you." Philadelphia was a hundred miles further; I set out, however, in a boat for Amboy, leaving my chest and things to follow me round by sea.

In crossing the bay, we met with a squall that tore our rotten sails to pieces, prevented our getting into the Kill, and drove us upon Long Island. In our way, a drunken Dutchman, who was a passenger too, fell overboard; when he was sinking, I reached through the water to his shock pate, and drew him up, so that we got him in again. His ducking sobered him a little, and he went to sleep, taking first out of his pocket a book, which he desir'd I would dry for him. It proved to be my old favorite author, Bunyan's *Pilgrim's Progress,* in Dutch, finely printed on good paper, with copper cuts, a dress better than I had ever seen it wear in its own language. . . .

When we drew near the island, we found it was at a place where there could be no landing, there being a great surff on the stony beach. So we dropt anchor, and swung round towards the shore. Some people came down to the water edge and hallow'd to us, as we did to them; but the wind was so high, and the surff so loud, that we could not hear so as to understand each other. There were canoes on the shore, and we made signs, and hallow'd that they should fetch us; but they either did not understand us, or thought it impracticable, so they went away, and night coming on, we had no remedy but to wait till the wind should abate; and, in the meantime, the boatman and I concluded to sleep, if we could; and so crowded into the scuttle, with the Dutchman, who was still wet, and the spray beating over the head of our boat, leak'd thro' to us, so that we were soon almost as wet as he. In this

Adapted from THE AUTOBIOGRAPHY OF BENJAMIN FRANKLIN.



manner we lay all night, with very little rest; but, the wind abating the next day, we made a shift to reach Amboy before night, having been thirty hours on the water, without victuals, or any drink but a bottle of filthy rum, and the water we sail'd on being salt.

In the evening I found myself very feverish, and went into bed; but, having read somewhere that cold water drank plentifully was good for a fever, I follow'd the prescription, sweat plentiful most of the night, my fever left me, and in the morning, crossing the ferry, I proceeded on my journey on foot, having fifty miles to Burlington, where I was told I should find boats that would carry me the rest of the way to Philadelphia.

It rained very hard all the day; I was thoroughly soak'd, by noon a good deal tired; so I stopt at a poor inn, where I staid all night, beginning now to wish that I had never left home. I cut so miserable a figure, too, that I found, by the questions ask'd me, I was suspected to be some runaway servant, and in danger of being taken up on that suspicion. However, I proceeded the next day, and got in the evening to an inn, within eight or ten miles of Burlington, kept by one Dr. Brown. He entered into conversation with me while I took some refreshment, and, finding I had read a little, became very sociable and friendly. Our acquaintance continu'd as long as he liv'd. He had been, I imagine, an itinerant doctor, for there was no town in England, or country in Europe, of which he could not give a very particular account. He had some letters, and was ingenious, but much of an unbeliever, and wickedly undertook, some years after, to travestie the Bible in doggrel verse, as Cotton had done Virgil. By this means he set many of the facts in a very ridiculous light, and might have hurt weak minds if his work had been published; but it never was.

At his house I lay that night, and the next morning reach'd Burlington, but had the mortification to find that the regular boats were gone a little before my coming, and no other expected to go before Tuesday, this being Saturday; wherefore I returned to an old woman in the town, of whom I had bought gingerbread to eat on the water, and ask'd her advice. She invited me to lodge at her house till a passage by water should offer; and being tired with my foot travelling, I accepted the invitation. She understanding I was a printer, would have had me stay at that town and follow my business, being ignorant of the stock necessary to begin with. She was very hospitable, gave me a dinner of ox-cheek with great good will, accepting only of a pot of ale in return; and I thought myself fixed till Tuesday should come. However, walking in the evening by the side of the river, a boat came by, which I found was going towards Philadelphia, with several people in her. They took me in, and, as there was no wind, we row'd all the way; and about midnight, not having yet seen the city, some of the company were confident we must have passed it, and would row no farther; the others knew not where we were; so we put toward the shore, got into a creek, landed near an old fence, with the rails of which we made a fire, the night being cold, in October, and there we remained till daylight. Then one of the company knew the place to be Cooper's Creek, a little above Philadelphia, which we saw as soon as we got out of the creek, and arriv'd there about eight or nine o'clock on



the Sunday morning, and landed at the Market-street wharf.

I was in my working dress, my best clothes being to come round by sea. I was dirty from my journey; my pockets were stuff'd out with shirts and stockings, and I knew no soul nor where to look for lodging. I was fatigued with travelling, rowing, and want of rest, I was very hungry; and my whole stock of cash consisted of a Dutch dollar, and about a shilling in copper. The latter I gave the people of the boat for my passage, who at first refus'd it, on account of my rowing; but I insisted on their taking it. A man being sometimes more generous when he has but a little money than when he has plenty, perhaps thro' fear of being thought to have but little.

Then I walked up the street, gazing about till near the market-house I met a boy with bread. I had many a meal on bread, and, inquiring where he got it, I went immediately to the baker's he directed me to, in Second-street, and ask'd for bisket, intending such as we had in Boston; but they, it seems, were not made in Philadelphia. Then I asked for a three-penny loaf, and was told they had none such. So not considering or knowing the difference of money, and the greater cheapness nor the names of his bread, I bad him give me three-penny's worth of any sort. He gave me, accordingly, three great puffy rolls. I was surpriz'd at the quantity, but took it, and, having no room in my pockets, walk'd off with a roll under each arm, and eating the other. Thus I went up Market-street as far as Fourth-street, passing by the door of Mr. Read, my future wife's father; when she, standing at the door, saw me, and thought I made, as I certainly did, a most awkward, ridiculous appearance. Then I turned and went down Chestnut-street and part of Walnut-street, eating my roll all the way, and, coming round, found myself again at Market-street wharf, near the boat I came in, to which I went for a draught of the river water; and, being filled with one of my rolls, gave the other two to a woman and her child that came down the river in the boat with us, and were waiting to go farther.

TIME.....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *Franklin stopped at an inn, where he was suspected of being a*
(*a*) runaway servant; (*b*) hotheaded young aristocrat; (*c*) soldier who had deserted; (*d*) thief.

..... 2. *Franklin's inclinations to go to sea were*
(*a*) denied by his father; (*b*) worn out; (*c*) fulfilled; (*d*) a torment to him.

..... 3. *What did Franklin do with the bread he did not eat?*
(*a*) gave it to a woman and a child; (*b*) gave it to his future wife's father; (*c*) gave it to a small boy; (*d*) gave it to some stray dogs.

..... 4. *A storm drove Franklin's ship aground on*
(*a*) Long Island, New York; (*b*) Cape May, New Jersey; (*c*) Philadelphia, Pennsylvania; (*d*) Virginia Beach.

..... 5. *At Burlington, Franklin met an old woman who*
(*a*) wanted him to become a printer in Burlington; (*b*) refused to give him lodging; (*c*) told him to go to sea; (*d*) scolded him for leaving home.

..... 6. *When he arrived in Philadelphia, he had a little more than*
(*a*) four dollars; (*b*) three dollars; (*c*) two dollars; (*d*) one dollar.

..... 7. *At the second inn where he stopped he met a man who became friendly when he saw that Franklin had*
(*a*) gone to college; (*b*) read a little; (*c*) become interested in the Bible; (*d*) never taken an interest in books.

..... 8. *When Franklin's boat was aground, the people on shore*
(*a*) tried to help the people in the boat; (*b*) threw rocks at the people in the boat; (*c*) laughed at the plight of the people in the boat; (*d*) turned and went away.

..... 9. *The day of the week that he arrived at Philadelphia was*
(*a*) Sunday; (*b*) Monday; (*c*) Friday; (*d*) Saturday.

.....10. *Which word or words best describe Franklin's mood?*
(*a*) very happy; (*b*) cold and haughty; (*c*) very unhappy; (*d*) none of the above.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. I have no *inclinations* for traveling abroad.
(*a*) reservations; (*b*) natural liking; (*c*) plans; (*d*) funds.

..... 2. Only a fringe of hair circled his *pate*.
(*a*) chin; (*b*) head; (*c*) forehead; (*d*) lip.

..... 3. Those plans you have there seem *impracticable* to me.
(*a*) too expensive; (*b*) incapable of being put into action; (*c*) reasonable, logical; (*d*) disorganized, confused.

..... 4. We hoped the storm would *abate* before school was dismissed.
(*a*) end; (*b*) pass over; (*c*) slacken, diminish; (*d*) spend itself.

..... 5. The untidy cook slapped the *victuals* on the table and told the tramp to start eating.
(*a*) food; (*b*) dishes; (*c*) knives and forks; (*d*) beans.

..... 6. *Itinerant* preachers performed all religious ceremonies in the backwoods country.
(*a*) traveling; (*b*) poverty-stricken; (*c*) uneducated; (*d*) ignorant.

..... 7. When I offered my little brother the choice of a dime or a nickel, he chose the *latter*.
(*a*) silver coin; (*b*) one mentioned first; (*c*) big coin; (*d*) one mentioned second.

..... 8. Most people believed the verdict to be a *travesty* of justice.
(*a*) good example; (*b*) demonstration; (*c*) portrayal; (*d*) poor imitation.

..... 9. Some *doggrel* verse is clever and amusing.
(*a*) childish; (*b*) light, undignified; (*c*) about animals; (*d*) modern.

.....10. We suffered great *mortification* when we discovered we had missed the train.
(*a*) vexation; (*b*) fear; (*c*) anxiety; (*d*) pain.

What Do You Think?

Questions About the Story

1. Our language is constantly changing in style, grammar, punctuation, spelling, and form. What are six words in this selection which stand out because of their strange spelling? How would these words be spelled today?
2. Sometimes in centuries past, language was more formal and authors such as Ben Franklin seemed to take the long way around to make a simple point. What does the following sentence from the selection mean? How could it be said more clearly and briefly?

   "It proved to be my old favorite author, Bunyan's *Pilgrim's Progress,* in Dutch, finely printed on good paper, with copper cuts, a dress better than I had ever seen it wear in its own language. . . ."

3. Ben Franklin traveled a hundred miles to Philadelphia in this story. How long did it take him? How long do you think the same trip would take today? Would any of his trip today be likely to be by boat?
4. What incident in this story gives strong indication that Ben Franklin was a religious man? Would Franklin have been in favor of censorship? Are you?
5. Ben Franklin is one of the best record keepers of his period. Because of him and others, we have a much clearer picture of life in those times. What qualities did Ben Franklin demonstrate in this selection which made him such a good reporter?

Questions to Think About

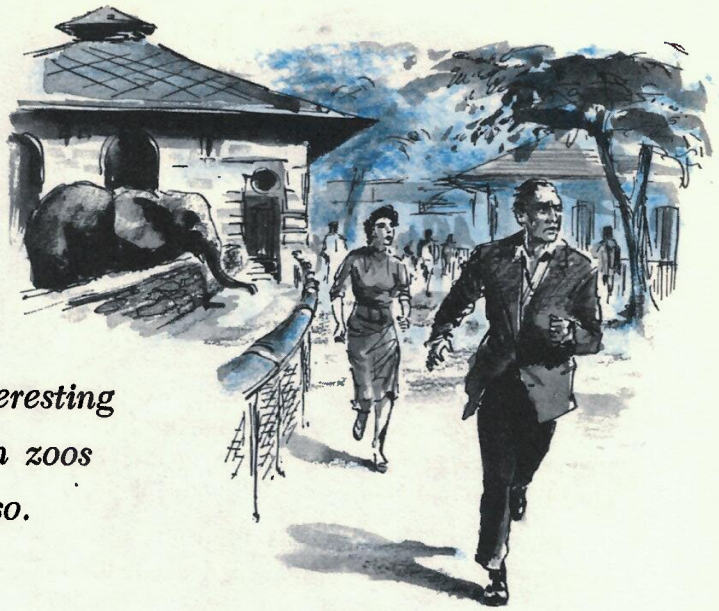
6. In what ways has book printing changed over the years? Has quality been sacrificed for quantity? Is it better or worse today? In what ways?
7. Ben Franklin has come to be a kind of American folk hero, the lad who began poor, exercised his body, mind, and ingenuity, and rose to prominence. Can you name others who have done as well? What qualities did they have in common?
8. How have attitudes toward cleanliness, dress, and food changed since Ben Franklin's time? Draw comparisons from the selection.
9. Do you think that there is much more freedom in printing today than there was in Ben Franklin's time? What were some of the factors that might have been more restrictive then and more liberal now?
10. Imagine that Ben Franklin was suddenly placed on one of our streets today. What would he think of the buildings, the newspapers, movies, transportation, schools, politics, dress, and food? Would anything displease him?

HAVE YOU SEEN THESE?

Aldridge, Alfred.	*Benjamin Franklin*
Franklin, Benjamin.	*Poor Richard's Almanac*
Van Doren, Carl.	*Benjamin Franklin*

ESSAY 4

My Zoo Family



Casual visitors to a zoo find many interesting sights to enjoy. But those who work in zoos sometimes have curious experiences also.

FOR SOME TIME the Lion House in the zoo, like all of New York City, had been suffering from a housing shortage. One complication was that Bruno the lion and Jenny the tigress had to take turns using the large outdoor exhibit cage. One day Bruno, the next day Jenny. Two smaller cages empty into this big cage, and great care had to be exercised when operating the sliding doors to make sure that in the transfer the two animals did not meet. Lions and tigers are natural enemies, and in the event of their coming together there was sure to be serious trouble.

Friday, the day Fred and I, as zoo keepers, are officially off duty, is usually when pandemonium breaks loose in the Lion House. One Friday we were planning a short trip to New Jersey, but at the last minute I had an uneasy feeling that decided us to visit the Lion House just to satisfy ourselves that everything was all right. We were approaching it along the path when suddenly there was a tremendous roar that could only come from Bruno and definitely meant trouble. We both ran like a house afire, to discover—as we must have known subconsciously—that the relief keeper had opened both doors at once, allowing Bruno and Jenny to be together in the big outside cage.

I stood back while Fred flew into action. Separating these two animals who were dead set on killing each other called for a lot of fast thinking. An older man, familiar with the operation of the sliding doors, ran down to the Lion House cellar to give Fred assistance in opening the door to an empty cage adjoining the one where the animals were ready to do battle.

Jenny, like the quick-tempered shrew she was, crouched, her muscles tensed, waiting for Bruno to approach. Bruno heading toward her seemed impossibly big and clumsy. He resembled a heavy wrestler; Jenny, a fast, clever boxer planning every move, knowing just what her opponent would do. There was nothing shrewd about Bruno. He was going to depend on bull strength. Jenny remained perfectly still; and just as I'd known he would, Bruno rushed in and struck blindly with his massive paw. Jenny caught it with her sharp teeth, biting severely. Then while the lion wasted time snarling and growling, she struck lightning blows to his face, forcing him to back up in a haze of confusion.

As I watched all this, my heart was beating wildly. You could not doubt that Jenny knew whom she was fighting. Bruno in his befuddlement gave her ample opportunity to circle him and attempt a quick finish by taking his neck

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in her powerful jaws. Very few animals under such circumstances can fight back for the tiger has a vise-like grip. But Jenny was obviously aware of the folly of trying this tactic on Bruno. Bruno's mane covered his shoulders like a giant collar, and it would have been impossible to pierce it.

The lion was back in his original position now, staring at Jenny and preparing once more to charge. But the instant he advanced his head met with another barrage of lightning blows, and he retreated as before. By this time the side door behind Bruno was open and Fred had his water hose ready. The big job now was to force Bruno through the door. The hose would have to be used effectively. One false move on Fred's part would add fuel to the raging fire. Fred was not really hurrying. This emergency called for a slow but sure action. When the blast of water was let loose, he had to know that it would bring instant results.

Fred waited. Bruno recovered himself and charged a third time. And at that split second the hose caught him between eyes and nostrils. Blinded and choking, the lion reeled around to face the open door. Another blast of the hose to his hind quarters sent him flying into the next cage. The clever tigress had won fairly and squarely over the king of beasts.

TIME.....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *The relief keeper made possible the clash between the two animals by* (*a*) going off duty; (*b*) teasing them; (*c*) opening two cages; (*d*) turning them into a small cage.

..... 2. *The zoo resembled all of New York City in that* (*a*) people and animals close together distrust each other; (*b*) there was a housing shortage; (*c*) there was much confusion; (*d*) everyone was extremely busy.

..... 3. *The tiger could not kill the lion by getting her teeth into his back because* (*a*) she could not pierce the lion's thick mane; (*b*) the lion gave her no

opportunity to reach him; (*c*) her jaws were not quite powerful enough; (*d*) the lion was too big.

..... 4. *The only way to keep the animals from killing each other was to*
(*a*) force them back into their cages; (*b*) force one into an empty adjoining cage; (*c*) turn the hose on both at the same time; (*d*) force one into the cellar below the cage.

..... 5. *The basic cause of the fight between the lion and the tiger was that*
(*a*) their cages were too close together; (*b*) they had recently been moved to new cages; (*c*) they had to take turns using the outdoor exhibit cage; (*d*) they had a hatred for the zoo keeper.

..... 6. *The official zoo keepers were present at the fight because they*
(*a*) were always on duty; (*b*) heard the noise and commotion; (*c*) felt uneasy about going away without checking; (*d*) were notified and called to help.

..... 7. *To win the fight the lion was depending upon his*
(*a*) shrewdness; (*b*) great strength; (*c*) quickness; (*d*) sharp teeth.

..... 8. *Fred was assisted in his task by*
(*a*) his wife; (*b*) the relief zoo keeper; (*c*) an old experienced worker; (*d*) two spectators.

..... 9. *The person telling the story is*
(*a*) Fred; (*b*) a newspaper reporter; (*c*) a spectator of the event; (*d*) a zoo keeper.

.....10. *From this incident in a zoo one learns about the*
(*a*) characteristics of animals in the same family; (*b*) way to operate a zoo; (*c*) reason the lion is called the king of beasts; (*d*) way to care for animals.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. There was *pandemonium* in the stands when the umpire called the player out.
(*a*) wild disorder; (*b*) loud applause; (*c*) shouting; (*d*) booing.

..... 2. *Subconsciously* the man resented being asked to speak.
(*a*) in a manner not mentally aware; (*b*) in an angry way; (*c*) under trying conditions; (*d*) after consideration.

..... 3. Mr. Ross is considered to be a *shrewd* lawyer.
(*a*) crooked; (*b*) blunt, plain-spoken; (*c*) keen, astute; (*d*) hard-working.

..... 4. A *massive* statue almost blocked the entrance to the museum.
(*a*) of unusual appearance; (*b*) of great size; (*c*) of small dimensions; (*d*) of great value.

..... 5. In a *haze* the patient wandered down the hospital corridor.
(*a*) nightmare; (*b*) clouded mental state; (*c*) delirium; (*d*) rage.

..... 6. The student soon learned the *folly* of cutting class.
(*a*) foolishness; (*b*) fun; (*c*) penalty; (*d*) waste.

..... 7. Miss Sayre has promised us *ample* time to complete the test.
(*a*) barely enough; (*b*) more than merely enough; (*c*) almost enough; (*d*) unlimited.

..... 8. Mother's *befuddlement* at all the unexpected compliments she had received amused us.
(*a*) pleasure; (*b*) anger; (*c*) great concern; (*d*) confusion.

..... 9. Mr. Jackson is buying several acres of land *adjoining* his farm.
(*a*) behind; (*b*) some distance from; (*c*) situated next to; (*d*) in the front of.

.....10. The teacher was greeted with a *barrage* of questions when he entered the room.
(*a*) long list; (*b*) roar; (*c*) loud rumble; (*d*) massed delivery.

What Do You Think?

Questions About the Story

1. Which animal in the story thought it would win the battle, the lion or the tiger? Which did you think would win? Why?
2. The author says that the tigress won fairly and squarely. Do you agree?
3. Do you think that the zookeeper liked his job? What things in the story can you find to back up this opinion?
4. What does the expression "run like a house afire" mean? Would everyone understand this expression?
5. From reading this story what do you think would be the most difficult part of running a zoo?

Questions to Think About

6. Much has been said and written about what are sometimes called "natural habitat" zoos—that is, places where animals can live, sometimes together, as they do in their everyday wild lives. Do you think this is a better way for us to observe and enjoy animal life? Why?
7. Many animals are so-called natural enemies of other beasts. Yet animal trainers often have tigers and lions perform in the same act. Do you think it is fair to the animals to make them perform with others with which they are naturally at odds?
8. Many persons believe it is cruel and vicious to keep animals and birds caged or kept in captivity in some fashion. Do you agree? Or do you think the educational advantages for human beings outweigh the possibly unfortunate effect on the wild creatures?
9. What is the principle of "survival of the fittest"? Does this apply to animals living in the zoo?
10. People watch the animals at the zoo, but the animals also watch the people. What do you think the animals think about? Do you think they find us as interesting or as amusing as we find *them*?

HAVE YOU SEEN THESE?

Buck, Frank.	*Bring 'Em Back Alive*
London, Jack.	*The Call of the Wild*
Seaton, E. T.	*Wild Animals I Have Known*

ESSAY 5

How Diamond Jim Got His Name



James Buchanan Brady was a famous salesman of railroad supplies. But he was also well-known for his habit of collecting one variety of precious stones —diamonds.

IN NEW YORK Jim Brady's commissions (as salesman for the railroad supply house of Manning, Maxwell and Moore) were piling up. And there Jim let them stay; for while he was on the road he had no use for them. He was living and living well at the expense of the firm. What pocket money he may have needed he obtained in the faro games that could always be found in the smoking cars of trains and in the hotel lobbies.

All traveling men wore diamonds then. The practice had started years before, and when Jim came along he found it such an excellent one and so in keeping with his own desire for diamonds that he naturally did everything in his power to continue it. Many of the diamonds in Jim's famous Number One set were won in pinochle or faro games played on lurching trans-continental trains and in smoke-filled hotel rooms.

In fact, his winnings at cards and dice formed the nucleus of his entire collection. While the men with whom he traveled made for the nearest bar-room, Jim would quietly slip off down the street in search of the local pawnshop. Walking in, he'd ask to see the unredeemed diamond rings.

"It's a bargain at one hundred and fifty dollars," the pawnbroker might say, of some particular gem.

"I'll give you seventy-five."

"To my own mother I couldn't sell it for less than a hundred and thirty."

"Eighty," Jim would serenely offer.

There were instances where his dickerings with pawnbrokers covered a period of several months. But in the end Jim would get his stone, and at a bargain. In an age when men boasted of their ability to drive a shrewd deal in a horse sale, Jim took an equally great pride in his ability to buy diamonds.

Sometimes the stones would be just little half-carat ones. Other times, depending on how rich he was at the moment, they might run as high as three or four carats. But diamonds they all were, never emeralds or sapphires or rubies. When he had completed his purchase, Jim always had the pawnbroker take the stones out of their mountings. These he would sell to the pawnbroker for their old gold value; and then, putting the loose

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stones into a compartment in his wallet, he'd walk happily back to join his friends at the hotel.

Sometimes, too, his return to the hotel with a new prize would bring forth offers to exchange it for a stone owned by one of the salesmen or desk clerks. It was at a time like this that Jim's great persuasive powers received their acid test.

In tones that varied from honeyed sweetness to loud imperiousness he would alternately beg, plead, argue, and cajole to gain his ends. Sometimes the debate would continue for hours with all the drummers taking sides in the matter; sometimes it would be continued for the entire length of the trip. Often it would end with neither side being able to reach an agreement. But once in a while—and this happened more frequently than might be supposed—the battle would end with Jim possessing a stone bigger and better than the one he'd bought from the pawnshop.

It was not that he was dishonest. He never took unfair advantages. But he did like to drive a sharp bargain when it came to diamonds. And though there were many other traveling men who were his equal, the fact remains that with the passing of the years, the stones in his wallet grew bigger and bigger in size, and larger and larger in number.

Back of all this buying and bargaining was a purpose.

These diamonds were beginning to make money for him in another way. They gained him audiences with, and won the respect of, many of the lesser rail officials with whom he first had to do business. Some of these were petty despots who, full of their own importance, tried to impress the salesmen.

After a few minutes of general conversation Jim would swing the talk around. "Speaking of diamonds," he would say, "I've got a few you might like to see—they're my hobby, you know."

Then he'd calmly take out his wallet (in a few years it grew to be a miner's belt) and spread a whole handful of precious stones before the astonished eyes of the railroad men.

Generally this display of affluence sufficed to reduce all beholders to a state of respectful awe. Diamonds alone were a rarity to most of them, and a man with a dozen or more was indeed a strange mortal. They'd ask him the value of each stone, then repeat the price in hushed tones, and sometimes tremble with the sensation of holding five thousand dollars in their palms.

There were times when Jim ran up against a man made of sterner stuff. "Them ain't diamonds," the tough-minded one might say. "They're nothing but paste imitations."

Striding over to a window, Jim would take one

of the stones in question and with it write the words, "James Buchanan Brady" in large and flowing letters on the glass pane. This never failed to clinch the argument. It was one of the great American Credos that a diamond, and a diamond alone, would cut glass. Jim had won his point and, what was more important still, had left his name written on the window of a railroad office where all could see it and remember the fat supply salesman whose word was not to be questioned.

It was undoubtedly one of the earliest and most effective forms of billboard advertising. Possessors of these personally autographed office windows became creatures set apart. They were respected and envied. People were forever wanting to hear about the itinerant Kimberley. Basking in the light of reflected glory, the owners of those office windows improved upon the story every time they told it. Jim's fame spread by leaps and bounds through the entire railroad system. It was inevitable for some one, sooner or later, to dub him Diamond Jim.

It happened this way. Early in the year 1884 a half dozen of Jim's cronies had planned to meet in Cincinnati for a weekend of card playing and general amusement. Some of the crowd arrived at the old Burnet House early Saturday afternoon and, after a drink or two, started to count noses. "Markie" Mayer, the short and fat star salesman for the cotton house of H. B. Claflin & Company, looked around the room and suddenly shouted: "Has any one here seen Diamond Jim yet?"

For an instant no one seemed to be able to recall any one by that name. Then another drummer cried: "Oh, you mean Brady—the big fat stiff who don't drink?"

"Yes," said Mayer, "he's the one—good old Diamond Jim Brady—the pawnbroker's curse."

TIME_____

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *When someone doubted the worth of his stones, Brady often strode to a window and wrote on the pane*
(*a*) Diamond Jim; (*b*) James Brady; (*c*) Diamond J. Brady; (*d*) James Buchanan Brady.

_____ 2. *In time, people came to*
(*a*) ask Brady regularly for his autograph; (*b*) dread the appearance of this diamond-mad drummer; (*c*) be very proud of owning a window with Brady's name on it; (*d*) consider Brady an eccentric.

_____ 3. *Brady was a great bargainer and*
(*a*) often haggled for hours to make a diamond trade; (*b*) never bothered to engage in arguments; it was take it or leave it; (*c*) bought and sold diamonds for all his friends; (*d*) had to give up diamond collecting.

_____ 4. *As he went into the office of a prospective purchaser of his wares, Brady*
(*a*) always opened up his sample case at once; (*b*) worked the conversation around to his collection of diamonds; (*c*) showed his customers a huge diamond stickpin; (*d*) told stories of his success with pawnbrokers.

_____ 5. *At one time or another, Diamond Jim*
(*a*) regularly entered into card games in taverns; (*b*) frequently visited pawnshops to borrow money; (*c*) often wore sapphire rings; (*d*) acquired diamonds from pawnbrokers.

_____ 6. *At that time it was customary for salesmen to*
(*a*) wear diamonds; (*b*) frequent pawnshops; (*c*) spend their time playing cards and drinking; (*d*) live on their expense accounts.

_____ 7. *The first time Brady was called Diamond Jim was*
(*a*) at a railroad men's convention in

New York; (*b*) in 1863 in Washington, D.C.; (*c*) in a hotel in Cleveland; (*d*) in Cincinnati just before a card game.

_____ 8. *In his early days as a salesman, Brady* (*a*) sold hotel supplies; (*b*) sold railroad supplies; (*c*) worked for the railroad; (*d*) earned his living at cards.

_____ 9. *As time went on,* (*a*) Brady's hobby became a detriment to his selling; (*b*) Brady realized that diamonds enabled him to make more money as a salesman; (*c*) Brady was regularly called "the pawnbroker's curse"; (*d*) Brady acquired scores of unmounted settings for the stones he had accumulated.

_____ 10. *The author's attitude toward Diamond Jim Brady's passion for diamonds is* (*a*) that it was a waste of his time for a first-rate salesman; (*b*) full of contempt; (*c*) that Brady was an interesting person with an unusual hobby; (*d*) that Brady's practices were often dishonest and therefore should be criticized severely.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. During our train ride we met several *drummers.* (*a*) salesmen; (*b*) manufacturers; (*c*) Hawaiians; (*d*) lawyers.

_____ 2. The hotel *lobbies* are crowded with tourists this week end. (*a*) dining rooms; (*b*) ballrooms; (*c*) waiting rooms; (d) suites.

_____ 3. These few men formed the *nucleus* of the group favoring revolution. (*a*) core; (*b*) end; (*c*) first half; (*d*) second half.

_____ 4. The Indians tried to *cajole* the wounded buffalo into the enclosure. (*a*) hobble; (*b*) stab; (*c*) isolate; (*d*) coax.

_____ 5. The *despots* of the Middle Ages were sometimes able statesmen. (*a*) serfs; (*b*) doctors; (*c*) tyrants; (*d*) freeholders.

_____ 6. The mountain climbers can *suffice* for two weeks on the food they carry with them. (*a*) gorge; (*b*) fast; (*c*) satisfy themselves; (*d*) experiment.

_____ 7. Mrs. Brown was a woman of considerable *affluence.* (*a*) size; (*b*) weight; (*c*) wealth; (*d*) charm.

_____ 8. The *dickering* had been going on for several weeks. (*a*) celebration; (*b*) dancing contest; (*c*) sword fight; (*d*) bargaining.

_____ 9. The young man's *persuasive* language makes everyone want to do as he says. (*a*) convincing; (*b*) foul; (*c*) comic; (*d*) boastful.

_____ 10. The queen was characterized by her *imperiousness.* (*a*) proud manner; (*b*) stateliness; (*c*) humility; (*d*) beauty.

What Do You Think?

Questions About the Story

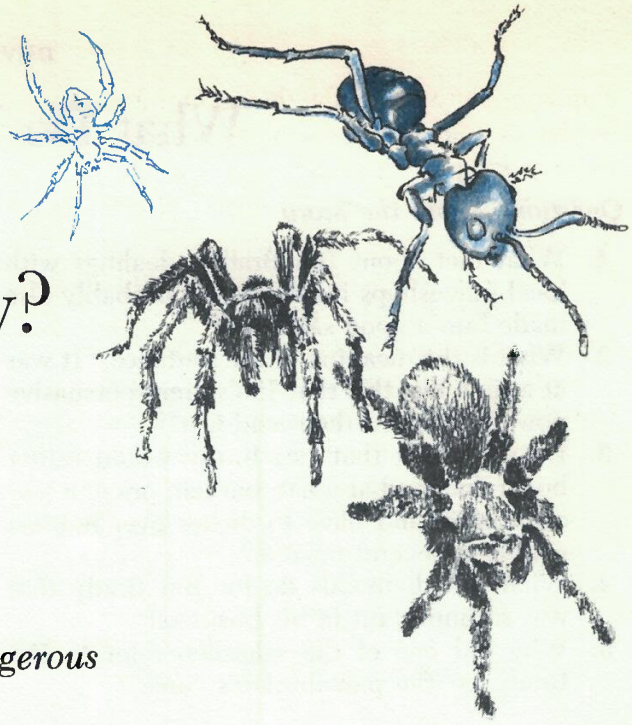
1. What fact about Jim Brady's dealings with local pawnshops for diamonds probably also made him a good salesman?
2. What is the meaning of the sentence, "It was at a time like this that Jim's great persuasive powers received their acid test"?
3. Do you think that Jim Brady would rather buy a diamond at a flat, bargain price or pay even more and have to dicker over it for a period of several months?
4. What did diamonds do for Jim Brady that was so important in his business?
5. Why did one of the salesmen refer to Jim Brady as "the pawnbroker's curse"?

Questions to Think About

6. Do you know how Abraham Lincoln got his nicknames "Honest Abe," and the "Rail Splitter"? What other famous people can you think of who have particular nicknames?
7. Does a nickname or a slogan help to make a person or product famous?
8. Do you know what a diamond looks like when it comes from the mine? What does the lapidary (diamond cutter) have to do to make it really attractive?
9. Would you buy diamonds if you had a lot of money? Why or why not?
10. The traveling salesman is becoming a thing of the past. How is he being replaced?

HAVE YOU SEEN THESE?

Morell, Parker.	*Diamond Jim*
Shipley, Robert.	*Famous Diamonds of the World*
Streeter, Edwin.	*Great Diamonds of the World*



ESSAY 6

Harmless or Deadly?

Although a great many people have an instinctive fear of insect bites, few insects are really deadly. In this essay, the author tells of some of the most dangerous spiders, scorpions, ants, and centipedes.

MANY PERSONS are intensely afraid of all spiders. Actually there are not many that are dangerous to human life, although the bites of several may cause local pain. The two spiders in the United States with the most evil reputation are the black widow and the tarantula. As for the big, hairy, fearsome-looking tarantulas, a bite from one of them has never, so far as is known, caused death to a human being. People who have been bitten describe the effects as being comparable to those suffered from a bee sting.

But the black widow is a different matter, and there have been authentic cases of death from the bite of this spider. Black widow spiders have been reported from all the states of the United States, and their relatives, most of which are dangerous, occur in many other parts of the world. Old people and young children are most likely to die from the bite, but even healthy young adults must look upon these creatures with respect.

The black widow is easy to identify. It is of medium size with a coal-black body and a red or orange spot on its tummy shaped like an hourglass. It builds its web under rocks and in piles of wood, and it may sometimes be found in outhouses. It is not an aggressive creature, and most of its bites occur when a person accidentally bumps into the web. The spider feels the web vibrate, rushes out to capture an insect, and bites the first thing it encounters.

There is also a spider in Australia whose bite has been known to cause death. This is a large black species called a funnel-web spider. One or two other spiders of South America and certain other areas are rated dangerous by some scientists. But even on a worldwide basis, the number of spiders that are dangerous to human life is very small as compared to the number of kinds of spiders known.

The stinging apparatus of a scorpion is at the end of its elongated abdomen or tail. The scorpion uses it to kill insects for food, and with proper provocation, the creature is not adverse to testing its penetrating power on human anatomy. The most feared scorpion in the western Hemisphere is the infamous Durango scorpion found in the state of Durango, Mexico, and adjacent areas. Its evil reputation is well earned. A young, healthy grown person has been known to die within less than an hour from the sting of one of these scorpions.

Adapted from "Harmless or Deadly" (Part I) by Osmond P. Breland from NATURAL HISTORY, November 1953. Reprinted by permission of the publishers.

Approximately 1,600 deaths in Durango over a period of some 35 years have been ascribed to these creatures. A dangerous species of scorpions also occurs in Trinidad, North Africa, Malaya, India, and other tropical regions. One of the most dangerous is an Egyptian form, which is reported to have a mortality of over 50 per cent among young children.

Southern Arizona is the only region in the United States where deadly scorpions can be encountered in normal routine. Here some two dozen deaths have been recorded; all the victims were young children. These scorpions are relatives of the still more deadly Durango species, and we can be thankful that the creatures have not spread throughout the country. The sting of most scorpions in the United States is usually no more serious than that of a bee or wasp. Yet in 1945 a man in central Texas was killed by a scorpion sting. He was attended by a reputable physician, and there is no reason to doubt this report. This man must have been especially susceptible to the venom, and the case illustrates the dangers of minimizing the possible effects of even supposedly harmless species.

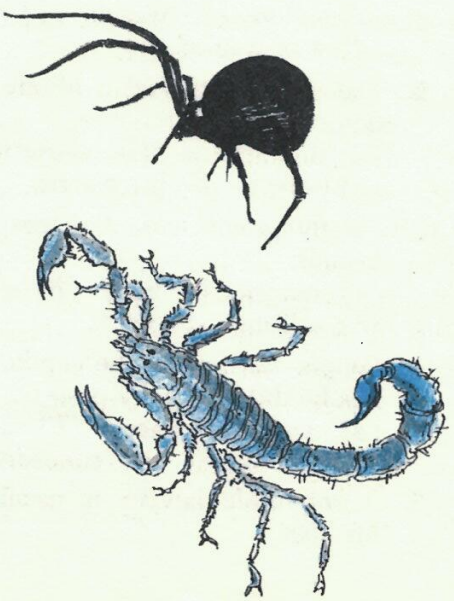
Centipedes are long, many legged creatures that run with considerable rapidity. Under the head is a pair of strong jaws connected with poison glands. Tropical species are said sometimes to exceed a foot in length, and in the southwestern United States there is a big blue fellow with yellow legs and an orange-colored head that attains a length of 8 inches. There are probably more old wives' tales about centipedes than about any of the other creatures we have discussed. Favorite ones include the belief that the bite is invariably fatal and the report that the flesh will drop from the spot over which a centipede crawled. There has never been an authentic case of death from centipede bite. The bite of some species is painful, and there are some reports of hospitalization for centipede bites, but established fatalities are absent.

Many bites and stings from spiders, centipedes, and scorpions occur when the creatures creep into shoes and clothing that are not being worn. It is a wise man in tropical and subtropical areas who develops the habit of thoroughly shaking his shoes and clothing before putting them on.

A consideration of creatures that bite and sting would hardly be complete without a brief reference to a few stinging insects such as ants, bees, and wasps. Some authorities have estimated that it would require approximately 500 honeybee stings to cause death to a person not especially susceptible to the venom. But some people are far more sensitive than this. In fact, instances are known of death from a single honeybee sting. This is the result of an allergic reaction and is exceedingly rare. A particularly potent hornet hails from Thailand and adjacent regions. One physician states that a patient of his collapsed from three stings, and five stings are said to be usually fatal.

The lethal properties of a marching horde of African army ants are well known. When native villages are invaded, the inhabitants simply move out until the ants have cleaned out the vermin population and gone elsewhere. Many ants have very painful bites and stings, but first place should probably be awarded to a large black fellow, an inch and a half long, found in Central and South America. The insects are quite pugnacious and not at all hesitant about attacking anything that disturbs them, no matter how large. Deaths from the stings of these ants have not been noted, but in a person especially sensitive to the venom, the results could be quite serious and possibly fatal.

TIME.....



Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *The name of the most deadly scorpion is*
(*a*) Albuquerque; (*b*) Deadwood; (*c*) Durango; (*d*) Gonzales.

..... 2. *The number of deaths recorded from the bite of a tarantula is*
(*a*) 5; (*b*) 10; (*c*) 15; (*d*) none.

..... 3. *When army ants invade a village in Africa, the natives*
(*a*) poison them; (*b*) move out until they leave; (*c*) eat them; (*d*) fight them furiously.

..... 4. *Although the average person would require about 500 honeybee stings to cause death, cases are on record where human beings have died from as few as*
(*a*) a few stings; (*b*) a dozen stings; (*c*) a hundred stings; (*d*) one sting.

..... 5. *The black widow has been found in*
(*a*) 20 states; (*b*) all the United States; (*c*) 30 states; (*d*) 5 states.

..... 6. *How many people have died in 35 years from the bite of the most deadly scorpion?*
(*a*) 10,050; (*b*) 1,600; (*c*) 2,400; (*d*) 5,500.

..... 7. *The scorpion is dangerous because of its*
(*a*) bite; (*b*) sting; (*c*) poison flesh; (*d*) spines.

..... 8. *Some centipedes in the tropics grow to a length of*
(*a*) a foot; (*b*) 6 inches; (*c*) 2 feet; (*d*) 3 inches.

..... 9. *Normally, in what state are scorpions most likely to be met?*
(*a*) Colorado; (*b*) Texas; (*c*) New Mexico; (*d*) Arizona.

..... 10. *In this selection the author seems to be most concerned with*
(*a*) giving facts about poisonous creatures; (*b*) stirring up fear in the reader; (*c*) telling stories that are not true; (*d*) doing all of the above.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. The troop is made up of *aggressive* fighters.
(*a*) sullen; (*b*) weary; (*c*) attacking; (*d*) well-trained.

..... 2. The army attacked without *provocation.*
(*a*) preparation; (*b*) cause for action; (*c*) orders; (*d*) provisions.

..... 3. His *infamous* conduct disgusted all his friends.
(*a*) notoriously bad; (*b*) egotistical; (*c*) selfish; (*d*) wild.

..... 4. People *ascribed* to the candidate qualities he did not really possess.
(*a*) tried to trace; (*b*) submitted; (*c*) attributed; (*d*) conceded.

..... 5. A *reputable* lawyer is usually fair in his fees.
(*a*) held in high regard; (*b*) capable; (*c*) well-known; (*d*) distinguished.

..... 6. Some children are *susceptible to* colds.
(*a*) unable to resist; (*b*) resistant to; (*c*) frightened of; (*d*) ignorant about.

..... 7. The doctor did not *minimize* the dangers of the disease.
(*a*) dwell upon; (*b*) enlarge upon; (*c*) make small; (*d*) describe.

..... 8. The child *invariably* mispronounced the word.
(*a*) without change; (*b*) seldom; (*c*) stubbornly; (*d*) intentionally.

..... 9. The debater presented *potent* arguments for changing the rules.
(*a*) foolish; (*b*) well-thought-out; (*c*) serious; (*d*) powerful, effective.

..... 10. A *lethal* gas seeped into the room.
(*a*) foul-smelling; (*b*) harmless, powerless; (*c*) harmful; (*d*) deadly.

What Do You Think?

Questions About the Story

1. This article is primarily informative, that is, it is intended to tell people something they might not have known before. Since the spider is an insect that seems to interest people, they would probably read the article just for the sake of the subject matter. How could this article be made more interesting to someone who might be inclined to pass up a strictly informative article?
2. Were you surprised by any of the information in this selection? If so, what?
3. Why does knowing the source of this article make it more creditable? Where do you find the source?
4. What conclusion can you draw from this essay about individual reactions to insect bites?
5. According to this article, what sections of the country seem to have more poisonous insects? Why do you suppose this is so?

Questions to Think About

6. Do creatures that are feared and hated like spiders, other insects, or snakes perform any useful functions that you know of? Is their sole purpose to provide food for the birds that we enjoy?
7. Describe in your own words what is meant by the phrase "balance of nature." Can you think of any examples in which "man" has upset this balance so completely that animal or bird life have become nearly extinct? What about the buffalo, the timber wolf, or the American eagle?
8. Why is it that people are fascinated as well as repelled by stories about dangerous spiders and snakes? Have we inherited this fascination from ancient people who held these things in reverence, sometimes even making gods of them? Is it the proximity to the mystery of death that fascinates us? What is it?
9. Have you ever caught a fly and put it into a spider's web? How does the spider get control of the fly? Many spiders maintain their own "deep freeze" of live insects much the same as squirrels store nuts until ready to eat them. How is this done?
10. Should a campaign be started to destroy all poisonous spiders and snakes? With the new developments of science this might be possible.

HAVE YOU SEEN THESE?

Carson, Rachel.	*Silent Spring*
Clausen, Luey.	*Insect Fact and Folklore*
Snodgrass, Robert.	*The Mind of an Insect*

ESSAY 7

The Boy Scout Story



The origin of the Boy Scout movement in the United States came about because of a chance meeting in London. From that simple beginning, an American publisher obtained his idea for Scouting which was developed into an organization of interest to millions of boys in this country.

THE STORY of the Boy Scouts of America and their achievements, the story of twenty million Americans whose ideas and lives were molded in some measure by the concept of the Good Turn, the Scout Oath, and the Scout Law—the whole sweeping pageant of this Movement which has become part of the fabric of our culture—begins with a legend, an incident on a mist-shrouded London street on an autumn night in 1909, involving a boy whose name was never discovered. But there is a statue at Gilwell Park near London now to his memory.

Records and accounts concerning the incident vary. It is definite, however, that a man named William D. Boyce, a Chicago publisher and world traveler, was visiting the British capital and that he became lost in the foggy streets of London while on his way to keep an appointment.

Debating which turn to take, Boyce hesitated at a street intersection. From out of the London murk then, as the American stood there uncertain, the boy emerged. Details about his clothes, his appearance, his way of speaking are unavailable. But we know that he approached Boyce and asked if he could be of service.

Some accounts state that he "saluted smartly" and offered not only to guide Boyce to his destination but also to carry his brief case. Other reports omit these embellishments. All are in accord that the boy did guide the publisher to the proper address and that on arrival there Boyce offered the lad a shilling which the youth refused, explaining that he was a Boy Scout and could not take a tip for being of service to someone.

The reply, the persistence in refusal, puzzled the publisher. He began to question his young guide about this Boy Scout organization. The youth explained that it had been formed by a man named Baden-Powell, who was a great English hero and had learned about scouting in the African jungles.

It hadn't been going very long, only about a year or so, the boy said. There was an office over on Henrietta Street, two rooms crowded

From THE BOY SCOUT STORY by Will Oursler, copyright © 1955 by Will Oursler. Reprinted by permission of Doubleday & Company, Inc.



with papers and pamphlets. The organizer himself, General Baden-Powell, was there sometimes, when he wasn't off making speeches about the Movement.

The following afternoon, at the cramped offices on Henrietta Street, the Chicago publisher had an interview with Britain's famed military hero, General Robert S. Baden-Powell. The offices were a clutter of books, brochures, applications for membership, and letters of inquiry from boys. A thin, erect, eager-eyed man with glints of red showing in his silvery hair, Baden-Powell talked all that afternoon to Boyce about his Scout Movement, about its success in every part of the country, with new troops forming every day. Scouting, he said, was taking hold because boys wanted it in England, and in every country on earth.

This was Scouting for youth, not grown men, Baden-Powell told the American; this was the Scouting of peace not of war; the army of boys springing up was concerned not with guns and killing, but with the excitement of the out-of-doors, the forests, the trail, the campfire, with learning to read and understand the signs and languages of nature, the thousand facts you might deduce—like Mr. Holmes who was one of Baden-Powell's favorite investigators—from a fallen leaf or the tracks of an animal in the dust.

With missionary zeal, Baden-Powell poured out the story of his organization of boys, of the need it filled in this new twentieth-century age of industrialization and overcrowded cities and slums and twisted values.

Several days later when the American set sail for the States, he carried with him a suitcase crammed with booklets about the Boy Scouts; and he had the promise of Baden-Powell to aid in any way he could a similar Movement if launched on the same principles in the United States.

The publisher had been concerned with boys before, primarily as vendors of his magazines and newspapers. But his interview in London had given him a glimpse of the vision of Baden-Powell, and its implications. On February 8, 1910, Boyce and a group of associates obtained in Washington, D.C., a charter of incorporation for a new organization. It was to be called the Boy Scouts of America.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** *The Scout refused the tip offered him because*
(*a*) it was too large; (*b*) he was already rich; (*c*) the American was old and feeble; (*d*) Scouts could not take tips for being of service.

..... **2.** *The name of the Boy Scout who helped the American in London was*
(*a*) Boyce; (*b*) Gilwell; (*c*) Haynes; (*d*) none of the above.

..... **3.** *At the time, the Boy Scout offices in London consisted of*
(*a*) two rooms; (*b*) about a dozen rooms; (*c*) half of an office building; (*d*) a whole office building.

..... **4.** *Baden-Powell was*
(*a*) an Admiral; (*b*) a Royal Marine; (*c*) a General; (*d*) a Secretary of the Navy.

..... **5.** *The helpful Scout was dressed in*
(*a*) the Scout uniform; (*b*) a blue coat; (*c*) a way nobody really knows; (*d*) a gray suit and hat.

..... **6.** *Boy Scouts of America was founded in*
(*a*) 1900; (*b*) 1905; (*c*) 1910; (*d*) 1915.

..... **7.** *Scouting was to be especially helpful to boys*
(*a*) in small towns; (*b*) on farms; (*c*) in overcrowded cities; (*d*) in mining areas.

..... **8.** *Baden-Powell said Scouting was popular because*
(*a*) it made better men; (*b*) it pleased the parents of boys; (*c*) it offered clean fun; (*d*) the boys wanted it.

..... **9.** *As of the time the author writes, about how many millions of American boys have been Scouts?*
(*a*) 10; (*b*) 20; (*c*) 30; (*d*) 40.

..... **10.** *In this selection, the author's attitude can best be described by the word*
(*a*) boastful; (*b*) proud; (*c*) ashamed; (*d*) indifferent.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** The class valedictorian was proud of his *achievement.*
(*a*) wealth; (*b*) power; (*c*) physical strength; (*d*) accomplishment.

..... **2.** From out of the *murk,* a figure emerged.
(*a*) darkness; (*b*) storm; (*c*) valley; (*d*) mud.

..... **3.** The principal made a brief statement without any *embellishment* of the situation.
(*a*) fanfare; (*b*) details; (*c*) delay; (*d*) ornamentation.

..... **4.** The travel agent carried a supply of *brochures* for distribution.
(*a*) tickets; (*b*) books; (*c*) paper; (*d*) pamphlets.

..... **5.** The townsfolk are busy making plans for their *pageant.*
(*a*) circus; (*b*) elaborate exhibition; (*c*) centennial; (*d*) party.

..... **6.** The tired child did the assigned work with *persistence.*
(*a*) anxiety; (*b*) unnecessary activity; (*c*) continuing effort; (*d*) enthusiasm.

..... **7.** That man is a *vendor* of chestnuts.
(*a*) grower; (*b*) picker; (*c*) seller; (*d*) purchaser.

..... **8.** There was a *glint* of enthusiasm in his eyes.
(*a*) flash; (*b*) hint; (*c*) display; (*d*) color.

..... **9.** From his appearance, you might *deduce* that he was a frontiersman.
(*a*) doubt; (*b*) guess; (*c*) assume; (*d*) reason out.

..... **10.** The invention was based upon a *concept* of amazing simplicity.
(*a*) device; (*b*) hint; (*c*) general idea; (*d*) discussion.

What Do You Think?

Questions About the Story

1. It is strange sometimes that if the right person is in the right place at the right time, under the right circumstances, the seed of a new idea is often born and carried through to full flower. Sometimes we wonder if it is destiny or if what ultimately happens would happen anyway. What three or four coincidences occurred in this story leading to the formation of the Boy Scouts of America?
2. Is this story strictly informative, or does the author develop some interest in the subject as well? How could he make it more strictly informative? Entertaining?
3. Why do you suppose Baden-Powell organized the Boy Scouts in England? What several factors about his background made him the ideal person for organizing such a movement?
4. Do you think that the Chicago publisher was motivated strictly by humanitarian feelings to introduce Scouting to the United States?
5. What other chance meetings can you think of in history that had a later effect on the whole world?

Questions to Think About

6. London has always had a reputation for foggy streets that lend themselves well to mysterious happenings. What other stories or books have you read which make use of this London characteristic?
7. In many countries the Boy Scout movement has been diverted to political activity, such as Hitler's Youth Movement in World War II. How do you suppose this development has been or could be prevented in the United States? Do you believe there should be some political relationships in Scouting?
8. Why is Scouting probably even more important today than it was fifty years ago when there was more wild land available for Scouting activities?
9. Some boys make fun of the Boy Scouts as being a sort of "sissy" organization. What do you think? What are the benefits of becoming a member?
10. Do you think Scouting is more important for rural or urban boys? Which ones would stand to benefit the most from the Scouting experience?

HAVE YOU SEEN THESE?

Boy Scouts of America.	*Handbook for Boys*
Nicholson, Edwin.	*Education and the Boy Scout Movement*
Ousler, William.	*The Boy Scout Story*

ESSAY 8

Baker's Bluejay Yarn



Mark Twain was a master storyteller. This yarn is among the best of his tales of the western mining country.

WHEN I FIRST BEGAN to understand jay language correctly, there was a little incident happened here. Seven years ago, the last man in this region but me moved away. There stands his house—been empty ever since; a log house, with a plank roof—just one big room, and no more; no ceiling—nothing between the rafters and the floor. Well, one Sunday morning I was sitting out here in front of my cabin, with my cat, taking the sun, and looking at the blue hills, and listening to the leaves rustling so lonely in the trees, and thinking of the home away yonder in the states, that I hadn't heard from in thirteen years, when a bluejay lit on that house, with an acorn in his mouth, and says, "Hello, I reckon I've struck something." When he spoke, the acorn dropped out of his mouth and rolled down the roof, of course, but he didn't care; his mind was all on the thing he had struck. It was a knothole in the roof. He cocked his head to one side, shut one eye, and put the other one to the hole, like a 'possum looking down a jug; then he glanced up with his bright eyes, gave a wink or two with his wings—which signifies gratification, you understand—and says, "It looks like a hole, it's located like a hole—blamed if I don't believe it *is* a hole!"

"Baker's Bluejay Yarn" from A TRAMP ABROAD by Mark Twain. Reprinted by permission of Harper & Row, Publishers.

Then he cocked his head down and took another look; he glances up perfectly joyful this time, winks his wings and his tail both, and says, "Oh, no, this ain't no fat thing, I reckon! If I ain't in luck!—why, it's a perfectly elegant hole!" So he flew down and got that acorn, and fetched it up and dropped it in, and was just tilting his head back, with the heavenliest smile on his face, when all of a sudden he was paralyzed into a listening attitude, and that smile faded gradually out of his countenance like breath off'n a razor, and the queerest look of surprise took its place. Then he says, "Why, I didn't hear it fall!" He cocked his eye at the hole again, and took a long look; raised up and shook his head; stepped around to the other side of the hole and took another look from that side; shook his head again. He studied a while; then he just went into the *de*tails—walked round and round the hole and spied into it from every point of the compass. No use. Now he took a thinking attitude on the comb of the roof and scratched the back of his head with his right foot a minute, and finally says, "Well, it's too many for *me*, that's certain; must be a mighty hole; however, I ain't got no time to fool around here; I got to 'tend to business."

So he flew off and fetched another acorn and dropped it in, and tried to flirt his eye to the hole quick enough to see what become

of it, but he was too late. He held his eye there as much as a minute; then he raised up and sighed, and says, "Confound it, I don't seem to understand this thing, no way; however, I'll tackle her again." He fetched another acorn, and done his level best to see what become of it, but he couldn't. He says, "Well, *I* never struck no such a hole as this before; I'm of the opinion it's a totally new kind of a hole." Then he begun to get mad. He held in for a spell, walking up and down the comb of the roof and shaking his head and muttering to himself; but his feelings got the upper hand of him, presently, and he broke loose and cussed himself black in the face. I never see a bird take on so about a little thing. When he got through, he walks to the hole and looks in again for half a minute; then he says, "Well, you're a long hole, and a deep hole, and a mighty singular hole altogether—but I've started in to fill you, and I'm d---d if I *don't* fill you, if it takes a hundred years!"

And with that, away he went. You never see a bird work so since you was born. He laid into his work and the way he hove acorns into that hole for about two hours and a half was one of the most exciting and astonishing spectacles I ever struck. He never stopped to take a look any more—he just hove 'em in and went for more. Well, at last he could hardly flop his wings, he was so tuckered out. He comes a-drooping down, once more—sweating like an ice pitcher, drops his acorn in, and says, "*Now* I guess I've got the bulge on you by this time!" So he bent down for a look. If you'll believe me, when his head come up again he was just pale with rage. He says, "I've shoveled acorns enough in there to keep the family thirty years, and if I can see a sign of one of 'em I wish I may land in a museum with a belly full of sawdust in two minutes!"

He just had strength enough to crawl up on to the comb and lean his back agin the chimbly, and then he collected his impressions and begun to free his mind. I see in a second that what I had mistook for profanity in the mines was only just the rudiments, as you may say.

Another jay was going by, and heard him doing his devotions, and stops to inquire what was up. The sufferer told him the whole circumstance, and says, "Now yonder's the hole, and if you don't believe me, go and look for yourself." So this fellow went and looked, and comes back and says, "How many did you say you put in there?" "Not any less than two tons," says the sufferer. The other jay went and looked again. He couldn't seem to make it out, so he raised a yell, and three more jays come. They made the sufferer tell it over again; then they all discussed it.

They called in more jays; then more and more, till pretty soon this whole region 'peared to have a blue flush about it. There must have been five thousand of them; and such another jawing and disputing and ripping and cussing you never heard. Every jay in the whole lot put his eye to the hole and delivered a more chuckly-headed opinion about the mystery than the jay that went there before him. They examined the house all over too. The door was standing half open, and at last one old jay happened to go and light on it and look in. Of course, that knocked the mystery galley-west in a second. There lay the acorns, scattered all over the floor. He flopped his wings and raised a whoop. "Come here, everybody; hang'd if this fool hasn't been trying to fill up a house with acorns!" They all came a-swooping down like a blue cloud, and, as each fellow lit on the door and took a glance, the whole absurdity of the contract that that first jay had tackled hit him home and he fell over backwards suffocating with laughter.

Well, sir, they roosted around here on the housetop and the trees for an hour, and guffawed over that thing like human beings. It ain't any use to tell me a bluejay hasn't got a sense of humor, because I know better. And memory, too. They brought jays here from all over the United States to look down that hole, every summer for three years. Other birds, too. And they could all see the point, except an owl that come from Nova Scotia to visit the Yosemite, and he took this thing in on his way back. He said he couldn't see anything funny in it. But then he was a good deal disappointed about Yosemite, too.

TIME.....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** *When the bird let go of the second acorn he*
(*a*) flew away satisfied; (*b*) was proud of himself; (*c*) sang gaily; (*d*) did none of the above.

..... **2.** *The end of the mystery came when*
(*a*) the cat caught a bird; (*b*) the author drove the birds away; (*c*) one jay realized they were trying to fill a house; (*d*) the roof caved in.

..... **3.** *At one time or another during the day*
(*a*) about five thousand bluejays came to the scene; (*b*) a crow stopped in; (*c*) the birds all joined in to sing; (*d*) the knothole was stuck full.

..... **4.** *As the bird opened his beak he*
(*a*) dropped his acorn; (*b*) squawked; (*c*) spoke; (*d*) flew away.

..... **5.** *The object dropped and*
(*a*) rolled down the roof; (*b*) fell in the man's lap; (*c*) disappeared in the leaves; (*d*) bounced to the ground.

..... **6.** *In the beginning of the story the man*
(*a*) patted the cat; (*b*) got his shotgun; (*c*) noticed a bird light on the near-by house; (*d*) gathered acorns.

..... **7.** *The bird was pleased and*
(*a*) shut one eye; (*b*) cocked his head to one side; (*c*) peered into the opening; (*d*) did all of the above.

..... **8.** *One Sunday morning, the author was*
(*a*) looking at the hills; (*b*) sitting in front of his cabin; (*c*) dreaming of his home in the states; (*d*) doing all of the above.

..... **9.** *The tone of this story is*
(*a*) serious; (*b*) somewhat serious; (*c*) humorous; (*d*) sarcastic.

.....**10.** *The author is interested primarily in*
(*a*) telling a good yarn; (*b*) being a hermit; (*c*) describing the habits of birds; (*d*) living in the country.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** The girls were *jawing at* each other.
(*a*) slapping; (*b*) making faces at; (*c*) kicking; (*d*) talking abusively to.

..... **2.** High grades are a *gratification* to the student who studies hard.
(*a*) fitting result; (*b*) reward and source of pleasure; (*c*) pleasant surprise; (*d*) fulfilled wish.

..... **3.** His *countenance* registered surprise when the winners were announced.
(*a*) face; (*b*) eyes; (*c*) manner; (*d*) actions.

..... **4.** With a *flirt* of the train of her skirt, the star swept proudly off the stage.
(*a*) sweep; (*b*) grasp, pull; (*c*) toss, jerk; (*d*) lifting.

..... **5.** The foreigner had a *singular* accent.
(*a*) hissing; (*b*) strange; (*c*) very comical; (*d*) foreign.

..... **6.** For a child, the boy has a good knowledge of the *rudiments* of chemistry.
(*a*) practical applications; (*b*) first principles; (*c*) formulas; (*d*) purposes.

..... **7.** Such *profanity* from a young girl shocked us.
(*a*) swearing; (*b*) learned language; (*c*) comments; (*d*) deep thought.

..... **8.** The men *guffawed* when they heard the late-comer's excuse.
(*a*) applauded; (*b*) laughed loudly; (*c*) cheered; (*d*) yelled.

..... **9.** The *absurdity* of the argument was clear to everyone.
(*a*) reasonableness; (*b*) importance; (*c*) worth; (*d*) ridiculousness.

.....**10.** We were amused at the *spectacle* of the old lady walking down the street, her three parrots strutting behind her.
(*a*) idea; (*b*) story; (*c*) news account; (*d*) sight.

What Do You Think?

Questions About the Story

1. Who is the Baker mentioned in the title?
2. What makes this story so amusing?
3. Do you understand all of the expressions the bluejay uses? What about ". . . it's too many for me" and ". . . I guess I've got the bulge on you by this time"? What are some others?
4. Do you think a foreign person who doesn't speak English very well would enjoy this story? Why? Why not?
5. What human physical characteristics does Mark Twain give to the bluejay which birds don't really have, but which make the story funnier?

Questions to Think About

6. Are you familiar with the stories of the Brer Rabbit and his adventures as told by Uncle Remus? With *Aesop's Fables*? With Thornton Burgess's animal stories? Do you see any real relationship between the actions of the rabbit, the fox, and the other animals and those of human beings?
7. Are most animals as much interested as human beings in collecting treasures (money), in having a good reputation among others of their kind (pride in one's position in society), in establishing fame for later generations to recall (memorials, monuments, or fame)?
8. American humor is often said to be entirely different from that of any other people. Do you agree? Do you know of any non-American authors who use animals to portray human beings?
9. Are most animal stories like this one intended just to amuse the reader? What about *Aesop's Fables*?
10. Some say that people pick pets that look like themselves. Do you know of any examples? Some people have pets which seem to act like themselves. A friendly man has a friendly dog. A cold, retiring spinster prefers a formal, aloof cat. Is this really true? Can you tell the class about other examples you may know of from personal experience?

HAVE YOU SEEN THESE?

Gallico, Paul.	*The Snow Goose*
Harris, Joel Chandler.	*Stories of Uncle Remus*
Time, Inc.	*Birds*

ESSAY 9

Grasshopper—Man's Worst Natural Enemy



The grasshopper, or locust, is one of man's greatest enemies. This insect can work enormous destruction on crops, feeding range, or pasture within a very short time.

MAN HAS FOUGHT grasshoppers ever since he came out of his cave. The Old Testament tells of "locust plagues" which periodically reduced the children of Israel to famine.

The ancients had few weapons against grasshoppers; they trapped them and ate them, but mostly they depended on prayer and exorcism and waited another year for nature to change the cycle.

In modern times we have invented all kinds of poisons to do the grasshoppers in; with these we can control an outbreak in a field or on a farm, or control a general outbreak with some success. But the hoppers come along year after year, hungry and lively as ever.

A grasshopper will eat almost anything that grows. He's a cannibal, will chew holes in the Monday wash, and eat the grass down to and including the roots. He is especially fond of crops, and his favorite feeding ground is a range or pasture. He feeds greedily on his own crippled and dead, but seldom attacks his healthy brothers.

Adapted from "Grasshopper—Man's Worst Natural Enemy" by R. J. McGinnis from SCIENCE DIGEST, June 1959, and FARM QUARTERLY. Reprinted by permission of the publishers.

It would be unwise for a man to take a nap in a field infested with grasshoppers. While they seldom attack anything that moves, they will attack and chew voraciously on an animal or man in repose, and they eat all kinds of carrion.

Damage to crops in the semi-arid portions of the Western states where the bulk of our wheat, barley, and flax are grown is enormous each year. During an outbreak, the damage may be total. In other parts of the country there is some damage each year. During an outbreak, when there are as many as 30 to 60 hoppers to the square yard, all the grass may be destroyed.

When the weather is hot and dry, the hoppers eat the most. They eat the grass down to the crowns, preventing growth for several years, denude the soil of cover and leave it open to erosion.

By feeding on the stems of wheat, flax, and cotton they cause the heads and bolls to fall to the ground; by feeding on the silk of corn they prevent pollination and the filling of the ears. This is strategic destruction, and a relatively few hoppers can cause heavy damage to a crop.

In addition to the actual eating of a crop, grasshoppers cause other damage. They cut binder and bailing twine, get inside the house and chew on the draperies and carpets. In Army camps they eat holes in tents and parachutes; they pollute water by getting into cisterns and reservoirs. They plaster windshields, clog up radiators, and have even stalled locomotives on tracks made slippery by their crushed bodies.

There are some 200 species and subspecies of grasshoppers, but the species which do the heavy damage have fairly similar habits of reproduction and growth. There is a single generation for most species each year, the old hoppers dying off as cold weather comes on and the next generation wintering through as eggs. Eggs are laid in the summer and autumn and hatch in April, May and June.

When hatched the young hopper is wrapped in a cellophane-like envelope and immediately starts to wiggle its way toward the surface. Once on the surface, the envelope is shed and the little hopper rests a moment to flex his legs and dry out. He is then ready to jump, walk, or eat.

Incredible numbers of eggs are found in breeding spots. In heavy infestations in favorable seasons there may be as many as 25,000 to the square foot, a billion to the acre over 20 acres of egg beds.

Grasshoppers were the first practitioners of the scorched-earth policy. As they migrate, often in tremendous swarms miles wide and high, they leave nothing behind but the bare, hard earth. It is these migrating swarms that do the big, total damage of history, the "plagues" of ancient Egypt and our own Great Plains. Grasshoppers are known as locusts throughout most of the world.

Pilots have reported grasshopper swarms several thousand feet above the ground. On a calm day a swarm can make 10 miles an hour and will travel 25 to 50 miles a day.

The jump of the grasshopper is one of the wonders of nature. If man's muscles were as quick and strong as a grasshopper's he could leap over a 70-foot silo, jump 100 feet horizontally from a flat-footed start. The muscles of a man may develop 200 grams of power per gram of weight; the muscles of a grasshopper develop 20,000 grams of power per gram of weight.

A hopper is a prodigious jumper, but once in the air he has no control over his flight. He often turns over and over in the air, landing on his back. Unfortunately, this does him no damage.

For more than half a century, the old standby poison for grasshoppers has been arsenic or sodium fluosilicate mixed with bran trickled around a field or scattered over highly populated areas. These old poison baits have now been replaced almost entirely by modern insecticides.

Some of these insecticides are so potent that as little as 2 ounces spread evenly over an acre will kill all the hoppers. They kill in two ways: by contact and through the stomach. If a hopper is not hit directly, he dies from his first bits of food. The new insecticides are applied either as dust or as sprays.

Grasshoppers have many natural enemies. In ordinary years these are the biggest factor in hopper control, and without them man would certainly be up to his ears in hoppers. Most of them are other insects, some using the hopper as a host for their eggs or larvae, others feeding on them.

Rodents eat a great many grasshoppers and they are a big diet item for all birds, except, of course, the strictly vegetarian doves and pigeons.

Very little can be said in the grasshopper's favor, but it ought to be said. He makes good fish bait—next to angleworms, perhaps the best. Not only do birds eat him, but he has fattened many a flock of chickens and turkeys in the days when they had free range around the farmhouse.

Hoppers are a staple item of diet among millions of people, not all of them savage. The Philippine government has published a pamphlet describing 33 ways of cooking hoppers. In Mexico they are roasted and sold like popcorn on street corners. In North Africa, and the Near East they are very important as protein.

TIME.....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *When a grasshopper jumps, it has*
(*a*) no control over its flight; (*b*) exact control; (*c*) exact control except when it is windy; (*d*) only partial control.

..... 2. *Man has fought grasshoppers since*
(*a*) prehistoric times; (*b*) Biblical times; (*c*) modern times; (*d*) the Middle Ages.

..... 3. *The ancients tried to control grasshoppers by*
(*a*) using poems; (*b*) flooding fields; (*c*) loosing animals to devour them; (*d*) using prayer and magic.

..... 4. *The number of species and subspecies is*
(*a*) 100; (*b*) 200; (*c*) 300; (*d*) 400.

..... 5. *Swarms of them have been found*
(*a*) only on the ground; (*b*) 20 miles above the ground; (*c*) 50 feet above the ground; (*d*) thousands of feet above the ground.

..... 6. *Grasshoppers are now controlled with*
(*a*) complete success; (*b*) some success; (*c*) little success; (*d*) no success.

..... 7. *In some parts of the country grasshoppers cause great damage*
(*a*) each year; (*b*) every other year; (*c*) every seven years; (*d*) during plague years.

..... 8. *The grasshopper is of*
(*a*) no use; (*b*) fair amount of use; (*c*) great use; (*d*) very little use.

..... 9. *A swarm can travel in an hour*
(*a*) 5 miles; (*b*) 10 miles; (*c*) 20 miles; (*d*) 25 miles.

.....10. *Usually the greatest control of spread of grasshoppers is*
(*a*) sprays; (*b*) insecticides; (*c*) other insects; (*d*) weather conditions.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. After their hike the boys ate *voraciously.*
(*a*) happily; (*b*) very hurriedly; (*c*) greedily; (*d*) carefully.

..... 2. The health department inspected the well and declared it *polluted.*
(*a*) clear and usable; (*b*) dried up; (*c*) impure; (*d*) salty.

..... 3. Some animals feed on *carrion.*
(*a*) live game; (*b*) nuts and berries; (*c*) dead animals; (*d*) vegetation.

..... 4. Certain religious practices concern *exorcism.*
(*a*) worship of an evil spirit; (*b*) the expelling of evil spirits; (*c*) baptism; (*d*) devil dances.

..... 5. Most small boys have *prodigious* appetites when it comes to raiding the cookie jar.
(*a*) tremendous; (*b*) extremely small; (*c*) finicky; (*d*) moderate.

..... 6. Many gardeners use *insecticides* to rid their gardens of harmful insects.
(*a*) preparations for injuring insects; (*b*) preparations for destroying insects; (*c*) products to drive insects away; (*d*) products to discourage insects.

..... 7. Doves and pigeons are often called *vegetarians.*
(*a*) meat eaters; (*b*) feeders on plant food; (*c*) birds of prey; (*d*) insect eaters.

..... 8. *Famines* are still common in Asia.
(*a*) scarcities of food; (*b*) overabundances of food; (*c*) floods; (*d*) poor growing conditions.

..... 9. One weapon of war is the policy of *scorched-earth.*
(*a*) using flame throwers; (*b*) using fire to attack forts; (*c*) burning everything in the path of the enemy; (*d*) laying siege to the enemy.

.....10. Many old farmhouses still have *cisterns.*
(*a*) cellars; (*b*) storage places for keeping food; (*c*) reservoirs for water; (*d*) drainpipes.

What Do You Think?

Questions About the Story

1. What is the meaning of the phrase in paragraph 3, "poisons to do the grasshoppers in"?
2. Do you think that in the last two paragraphs the author is trying to leave us with a better impression of the grasshopper?
3. Do you think the author gives us enough facts to prove his point that the grasshopper is man's worst natural enemy?
4. What one thing does the author mention that makes it so easy for the grasshopper to survive almost anywhere?
5. Do you think the author is worried about future problems with grasshoppers?

Questions to Think About

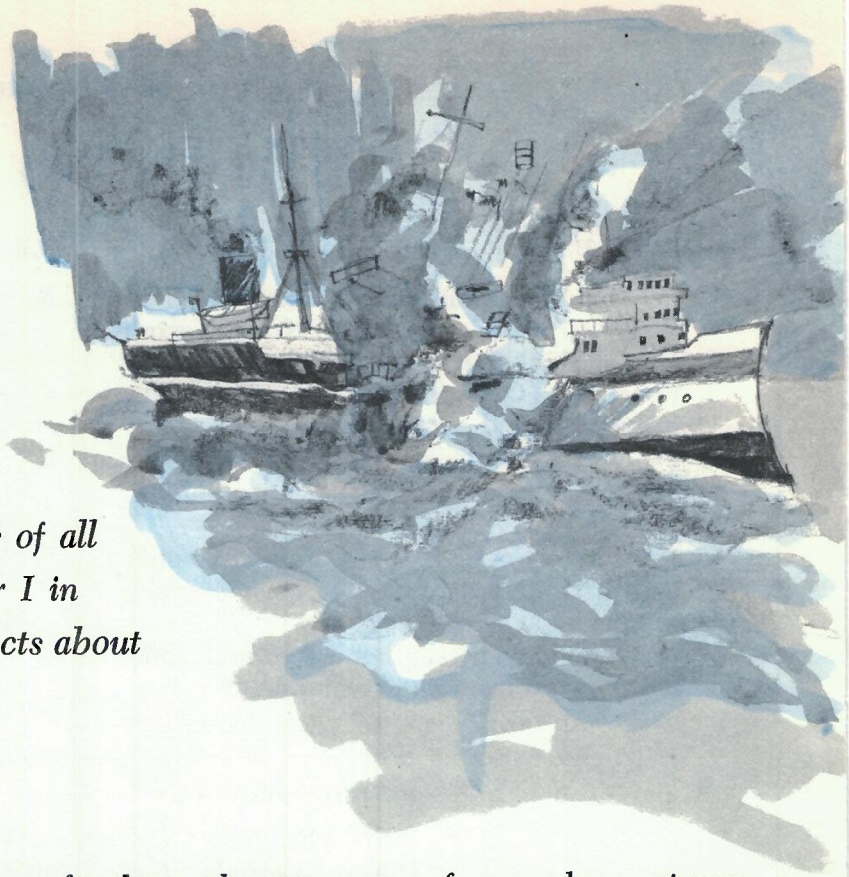
6. What other insects have you read or known about that are very destructive? In what ways?
7. Have you read of other countries where the grasshopper is very destructive? Which ones?
8. Since grasshoppers lay so many eggs, why is it that we aren't completely overrun with grasshoppers?
9. What have you heard about insecticides outside of this story? Why is there a lot of unfavorable opinion about their use?
10. What is meant by the "balance of nature," and how would it apply to this story?

HAVE YOU SEEN THESE?

Burroughs, John. *Locusts and Wild Honey*
Howard, Leland. *Insects, Injurious and Beneficial*
Lutz, Frank. *Field Guide to Insects*

ESSAY 10

Last Voyage



One of the most dreadful disasters of all time took place during World War I in Halifax. This account details the facts about the tremendous occurrence.

MONT BLANC loaded a cargo of 5,000 tons of high explosive in New York on the last day of November, 1917, battened down her hatches, pulled out, and headed for Halifax, Nova Scotia, where a dozen freighters were to assemble for convoy across to Europe. *Mont Blanc* made a fair weather passage right up to the time she reached Bedford Basin, passing through the narrows leading from Halifax to the convoy assembly point.

Imo, operating under the orders of the Belgian Relief Committee, was also bound for the convoy assembly point. The two vessels sighted each other coming up toward Bedford Basin. Both were proceeding at half speed; they were separated by a distance of nearly two miles, *Imo* apparently heading toward the Dartmouth shore line of the Basin, over to the north, at a position where the harbor narrows to rather less than a half-mile width. The two vessels proceeded on course . . . and then onlookers and dock workers on the waterfront realized that nothing but a split-second miracle could prevent a collision.

Aboard *Imo*, her master acted instantly, rung down his engines, stopped his ship, then reversed her with every ounce of power her engineers could produce. But the ship was light, carrying little heavy cargo, and the procedure had the effect of bringing her bows around to port—toward, instead of away from, the starboard bow of *Mont Blanc*. And up in the forward hold of the French freighter was a cargo of picric acid; astern of that were a couple of holds packed with T.N.T.

According to scientific calculations, picric acid cannot possibly detonate, or flame, merely on impact, but T.N.T. most probably would. That consideration flashed through the mind of Captain le Medec, master of *Mont Blanc;* he therefore decided to hold his present course, despite the obvious collision that threatened, hoping that the *Imo* would strike his ship somewhere around that portion containing the cargo of picric acid. Less than two minutes later *Imo* crashed into the side of *Mont Blanc*, cutting into her body nearly a third of the way between her deck and forward hold. So far, this was the inescapable course le Medec had aimed at; so far, his plan had been successful. The next operation would be to get the two ships apart safely and head for the shore; if this were not possible, then they might lie there, locked as they were, until escorting British and Canadian Navy ships reached them and gave assistance. But Captain le Medec had forgotten, when he decided how that collision should take

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place, that stevedores in New York had loaded twenty barrels of benzol on his forward deck.

Only moments after the impact, the contents of those barrels, broached by the bows of *Imo,* were beginning to flow. They reached the picric acid, lighted it, and sent giant clouds of black smoke rolling skyward from *Mont Blanc*'s torn body. Aboard *Imo,* her captain reversed his engines and backed away with every ounce of speed, heading for the Dartmouth shore line.

No fire alarms were sounded aboard *Mont Blanc;* there was no need, for no men aboard required telling what was happening. Now, and until they had quenched those belching flames, the only thing required of them was the courage to stay where they were and fight that demon. So they fought until they could fight no more; until it became grimly clear that the more they fought, the tighter grip the fire gained on their ship. From his bridge, Captain le Medec issued his next order: "We can never hope to check this; all we can do now is to scuttle the vessel." That at least would smother the creeping menace.

Ashore, along the waterfront and from every vantage point around Bedford Basin, and aboard every other ship lying there, men could see their French comrades driven back, step by step, by the fiery menace. Then, before anyone aboard *Mont Blanc* made any attempt to sink the vessel, there was a concerted stampede for the lifeboats. They lowered them, climbed aboard, laid hold of the oars, and pulled, panic-stricken, for the Dartmouth shore. Who was there, that black day of December, who might blame the men who did that? The preservation of human life must always come first in a man's thoughts.

Aboard the British cruiser HMS *Highflyer,* and the Canadian HMCS *Niobe,* fire-fighting squads were mustered as the two escort vessels at speed raced toward *Mont Blanc,* deserted now by her crew. They, safely ashore, were racing into nearby woodlands, hoping there to escape the full effects of what they feared would come at any second.

Highflyer was alongside *Mont Blanc* when the freighter and its cargo exploded; and when it happened, pandemonium was let loose. One hundred and twenty miles distant, in Charlottetown, Prince Edward Island, windows were shattered; Richmond, at the northern extremity and the oldest part of Halifax, was utterly wiped out, and fire ravaged everything left standing of what had been a prosperous community. Down in the harbor, five ships assembled to form convoy were severely damaged, with two thirds of their crews killed outright. And a tug which had been steaming from ship to ship was hoisted bodily from the water, carried swiftly into the shivering atmosphere above, and deposited on a nearby wharf.

A vast tidal wave swept across Bedford Basin, climbed to a height of nearly fifteen feet, obliterating everything in its path, receded and dropped the water level a distance of nearly twelve feet. Ashore, over toward Dartmouth, lay *Imo,* her deckhouses gone, her four masts fractured and toppled into the water, her single tall funnel a mere mockery of what it had once been. Her crew were missing.

Late that day they tried counting their casualties. Commander Triggs, of HMS *Highflyer,* lay dead with twenty of his officers and men; ashore, the number killed, injured, and missing was quite unknown. They had started a count but had quit; they were unable to go on. It was terrifying, frightful.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** *The author says the men finally went to the lifeboats because*
(*a*) they were cowards; (*b*) the captain gave the order; (*c*) the captain refused to give them permission; (*d*) the preservation of life comes first to man's thoughts.

..... **2.** *Before the moment of collision, the captain of* Mont Blanc *was*
(*a*) hysterical; (*b*) confused; (*c*) thinking of ways in which to prevent a collision; (*d*) thinking how to prevent an explosion.

_____ 3. *According to scientific calculations, T.N.T. would probably explode violently and noisily when*
(*a*) jarred very hard; (*b*) brought in contact with fuel oil; (*c*) mixed with nitrogen; (*d*) it became very warm.

_____ 4. *The distance at the time the ships sighted each other was about*
(*a*) a mile; (*b*) 2 miles; (*c*) 3 miles; (*d*) 4 miles.

_____ 5. *What did the captain of* Imo *do as soon as possible after the ships collided?*
(*a*) sent for fire boats; (*b*) cursed the master, or captain, of *Mont Blanc;* (*c*) backed *Imo* away from *Mont Blanc;* (*d*) inspected the damage.

_____ 6. *Why did the survivors stop counting the dead?*
(*a*) they tried, but could not go on; (*b*) they were too dazed; (*c*) they were stopped by government officials; (*d*) they saw no point to it.

_____ 7. *After the fire started aboard* Mont Blanc, *the crew at first*
(*a*) fought it as hard as they could; (*b*) waited for orders from the captain; (*c*) jumped overboard and swam; (*d*) went below to look at the damage.

_____ 8. *The distance at which windows were shattered when* Mont Blanc *exploded was*
(*a*) 30 miles; (*b*) 60 miles; (*c*) 90 miles; (*d*) 120 miles.

_____ 9. *When the members of the crew got ashore, they*
(*a*) sent word to a British cruiser to fight the fire; (*b*) stood dazed and watched their ship burn; (*c*) raced for nearby woods; (*d*) did none of the above.

_____10. *In this selection, the author's writing is best described as*
(*a*) hysterical; (*b*) bitter and prejudiced; (*c*) dramatic but factual; (*d*) almost humorous.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. The entrapped soldiers realized that only a *miracle* would save them.
(*a*) company of soldiers; (*b*) supernatural event; (*c*) high-powered gun; (*d*) general.

_____ 2. The scientist's *calculations* proved wrong.
(*a*) assistants; (*b*) formula; (*c*) computations; (*d*) beliefs.

_____ 3. The *collision* of the two cars seemed destined.
(*a*) striking together; (*b*) selling; (*c*) repainting; (*d*) breakdown.

_____ 4. The sailors were worried that the *benzol* would catch fire.
(*a*) ship; (*b*) dock; (*c*) cars; (*d*) a volatile liquid.

_____ 5. The men *broached* the cask of wine.
(*a*) drank; (*b*) threw away; (*c*) condemned; (*d*) pierced.

_____ 6. The young executive *quenched* his desire for power when he became president of the company.
(*a*) satisfied; (*b*) gave up; (*c*) demonstrated; (*d*) forfeited.

_____ 7. The young boys did not realize that the poison was a *menace* to their health.
(*a*) threat; (*b*) necessity; (*c*) danger; (*d*) boon or blessing.

_____ 8. When the train collided, *pandemonium* was let loose.
(*a*) a type of tiger; (*b*) the last car of a train; (*c*) disorder; (*d*) disease.

_____ 9. The tornado swept through the town *obliterating* everything in its path.
(*a*) destroying; (*b*) cleaning; (*c*) ignoring; (*d*) mixing up.

_____10. The youths made a *mockery* of the religious service.
(*a*) game; (*b*) solemn occasion; (*c*) challenge; (*d*) joke.

What Do You Think?

Questions About the Story

1. Many professions use words and phrases that are meaningless in any other context. The language of the sea is perhaps one of the most unique. What are the meanings of the following phrases taken from this story: "battened down her hatches," "rung down his engines," "scuttle the vessel"? Can you think of other expressions of "sea language"?
2. The sequence of events must be followed carefully if you are to understand why the accident occurred. What one lapse in memory made Captain le Medec's calculations fruitless?
3. What does the author imply should have been done when he tells of the fire-fighting equipment approaching the vessel while its crew runs for cover into the woodlands? What did the crew know that the fire-fighters did not?
4. What ultimately happened aboard the freighter to cause it to explode?
5. How would "scuttling the vessel" have prevented the tragedy? Were the men cowards for stampeding to the lifeboats?

Questions to Think About

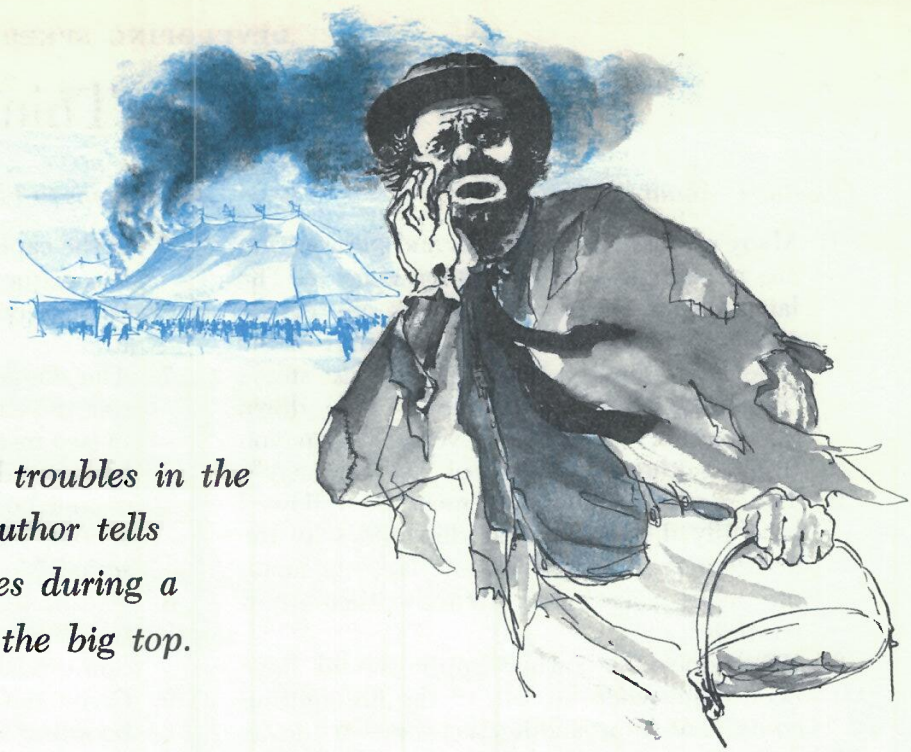
6. If the captain of the ship could have foreseen the sequence of events leading up to the tragedy, what could he have done to prevent it?
7. The danger of transporting explosive materials increases daily. The loss of atomic bombs in two instances (Spain and the North Pole) has caused world criticism. Since the bombs cannot be detonated without going through a complicated process, why is their loss so serious?
8. The danger of air collisions will grow with the increase in air travel. Is accident prevention guaranteed?
9. Given the alternative of saving yourself by boarding a life raft or saving hundreds of others by remaining to destroy the ship, which do you think you would do? How do you know?
10. Can you cite some examples of personal sacrifice from history or contemporary reading? What is the meaning of the saying "Heroes die once, cowards die a thousand deaths"?

HAVE YOU SEEN THESE?

Ennis, John.	*The Great Bombay Explosion*
Forester, C. S.	*The Last Nine Days of the Bismarck*
Lord, Walter.	*A Night to Remember*

ESSAY 11

Fire



The greatest danger of all troubles in the circus world is fire. The author tells here of his own experiences during a devastating destruction of the big top.

THE DAY HAD STARTED for me like most other circus days. Hartford, Connecticut, usually is a one-day stand, but it had been booked for two days that year.

I left the circus trains late in the morning, did some shopping downtown, and then went to the show grounds. When one forty-five rolled around the bugler blew first call on his cornet. I dressed in my ragged, hobo costume and made up my face complete with the putty nose.

The performance began at two-fifteen with the wild animal acts. As I put the finishing touches on my face, I could hear the band playing for the finish of the animal display. At that instant, somebody ran past the dressing tent, yelling "Fire!"

That word is the all-time nightmare of circus business. I ran outside and saw smoke curling up from the end of the main tent nearest the midway. At first, I thought it might be the side-show tent. Then I thought of the menagerie, but I remembered that since space was limited on the Hartford layout, we had corralled the cages and elephants and enclosed them with canvas sidewall. We had not put the menagerie tent over them for this date.

I hoped it might be only a straw fire in the menagerie area, but the smoke was too black for a straw fire. Anything but the big top. That is the thing circus people dread above all else, since it involves the public and includes so many children.

But it was the big top.

I was trying to run and I was making poor headway in my big, flapping clown shoes. Suddenly I noticed that I was carrying a water bucket that I had grabbed when I left the dressing tent where every performer had a bucket of wash water beside his trunk.

There was nothing I could do with it because the tent was burning too high from the ground, and the flame was spreading. I could hear the grandstand chairs slamming inside the tent as people stampeded down onto the hippodrome track and made for the exits. Some were jumping off the top rows of the grandstand and bleacher seats, a distance of twelve feet, to the ground outside, and at one place a couple of quick-thinking circus workingmen had pulled the canvas sidewall out tight to make a slanting chute that people could slide down.

But most of the crowd was pouring through the exits, and it soon become a panic. Some of them, as soon as they were outside and in the clear, must have remembered people they had left inside because many were trying to push

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back into the tent. I fought these bottlenecks as well as I could, yelling at the top of my lungs: "Go on! You can't get back in there! Keep moving, keep moving!" At every jammed exit, circus people were busy doing the same thing. It was a frantic, milling mob.

Sparks were flying and the heat drove us back. It was hard to push the people away from the tent. The circus fire wagons were throwing water, but it was evident now that nobody could put out that fire. The big top was a goner. The canvas was nearly all burned away now, and the center poles were crashing one by one.

The circus electric-light plants are in big wagons and flames were licking at one of them which was parked a few feet from the big top. People were all around it and wouldn't move. I grabbed a man with his coat over his arm. "Good God! Come with me! This thing is liable to blow up!" I hollered into his ear. We ran to the horse troughs, filled four buckets and threw the water on the fire.

City fire equipment had arrived by now, and water was being poured onto the big top area so it would cool enough for firemen to go in. There was so much smoke and so much confusion outside it was impossible to tell whether any body might have been left in there. Firemen and police now were pushing everybody back. All of us circus people were ordered away from the smoking rubble that a few minutes before had been the biggest spread of canvas in the world. I stumbled off to the dressing tent where I found men busy putting out small fires that flying sparks had started.

We sat around without saying much. Most of us were thinking about how we'd be out of work if the show went off the road. Finally, some of the boys began to be nervous. "Why won't the police and firemen allow us near the fire area?" somebody asked.

Then we heard a sound that froze us all. The long, thin wail of an ambulance siren. Another and another and another until the air was filled with the sound. We knew then. We knew that something a lot more precious than canvas and rope and hardware and the tour had been lost.

I went outside the tent and the smell of burned flesh was in the air. They were carrying bodies from where the grandstands and bleacher seats had been. Doctors and nurses and first-aid people in white jackets were everywhere. The Hartford Red Cross disaster group, police and firemen, did a big job well; but the toll of dead and dying mounted so fast that emergency crews were called in from surrounding cities. It was plainly a major disaster, and some returned soldiers there that afternoon said later that they had not seen anything worse in towns where they had been under bombs.

Nobody, however, ever found out for certain how the fire started. It didn't start at ground level or it could have been extinguished quickly as it crept up the canvas sidewall. We always had men stationed at intervals around the main tent and under the seats, and we had water wagons and fire extinguishers on the grounds. That fire somehow began up in the main spread of the canvas. Years later, a mental patient in Ohio claimed he had been employed by the circus for a few days and that he had set the tent on fire for a thrill. His story sounded possible, but he was unreliable on other subjects and nobody ever could be sure.

TIME.....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *The fire began at the close of the* (*a*) wild animal act; (*b*) parade; (*c*) elephant act; (*d*) acrobatic act.

..... 2. *The performers became nervous when* (*a*) they were called for questioning; (*b*) wagons rumbled past their tent; (*c*) they were not allowed near the fire area; (*d*) the water was cut off.

_____ 3. *The cause of the fire was*
(*a*) never really determined; (*b*) a smoldering cigarette; (*c*) the deliberate act of a mental patient; (*d*) poor electrical wiring.

_____ 4. *Where did the fire* not *start?*
(*a*) up in the main spread of the canvas; (*b*) in the cashier's booth; (*c*) at ground level; (*d*) in the menagerie.

_____ 5. *Many people died because they*
(*a*) refused to jump; (*b*) stayed in their seats; (*c*) jammed the exits in their terror; (*d*) thought the fire would soon be under control.

_____ 6. *The danger in flames reaching the electric-light plants was that*
(*a*) many people would be electrocuted; (*b*) all lights and power would be cut off and the firemen could not see; (*c*) there would be no power to pump water; (*d*) there might be an explosion.

_____ 7. *Above all else, circus people dreaded a fire in the*
(*a*) big top; (*b*) menagerie area; (*c*) side-show tent; (*d*) dressing tent.

_____ 8. *The circus people could not use their extinguishers and water buckets because*
(*a*) they could not get close enough to the tent; (*b*) the fire spread too rapidly; (*c*) the fire was burning too high from the ground; (*d*) the circus workers were poorly organized.

_____ 9. *Who helped with the dead and wounded?*
(*a*) Red Cross; (*b*) police and firemen; (*c*) doctors and nurses; (*d*) all of the above.

_____ 10. *In this selection the author's writing can best be described as*
(*a*) very melodramatic; (*b*) arrogant; (*c*) humble; (*d*) dramatic but factual.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. The young man could not imagine what kind of life a *hobo* led.
(*a*) genius; (*b*) wealthy person; (*c*) man who is usually poor and has no steady job; (*d*) stupid person.

_____ 2. The buffalo refused to *stampede.*
(*a*) go into the corral; (*b*) run fast; (*c*) stamp their feet; (*d*) lose their self-control and dash away.

_____ 3. From a distance came a strange *wail.*
(*a*) mournful cry; (*b*) sea-going mammal; (*c*) sailing ship; (*d*) sound of music.

_____ 4. The report proved to be *unreliable.*
(*a*) clear and concise; (*b*) completely dishonest; (*c*) ridiculous; (*d*) not trustworthy.

_____ 5. The football fell into a vacant lot full of *rubble.*
(*a*) materials from a collapsed building; (*b*) old newspapers; (*c*) dirty water; (*d*) branches from trees.

_____ 6. The child viewed the *menagerie* with interest.
(*a*) best stores in town; (*b*) birds at a zoo; (*c*) residence for old people; (*d*) collection of animals.

_____ 7. We were sure the flames would soon be *extinguished.*
(*a*) kept under control; (*b*) prevented from spreading; (*c*) fanned by the wind; (*d*) put out completely.

_____ 8. Soldiers were placed at *intervals* around the entire fort.
(*a*) in a solid line; (*b*) two abreast; (*c*) one at a time; (*d*) with spaces between.

_____ 9. Those canoeists are nearing the *chute* in the river.
(*a*) sharp bend; (*b*) large submerged rock; (*c*) rapid; (*d*) dangerous whirlpool.

_____ 10. The people kept their eyes on the *hippodrome.*
(*a*) hippopotamus; (*b*) lions and tigers; (*c*) track around the floor of the tent; (*d*) top of the big tent.

What Do You Think?

Questions About the Story

1. In the first paragraph, what does the phrase "booked for two days" mean? Make up another sentence using this phrase.
2. In what way were some of the public responsible for many of the casualties in the fire? Do you think it is ever possible to predict how the public will behave in a crisis like this?
3. Do you think the circus had done everything possible to prevent such a disaster? What more, if anything, could they have done?
4. Do you think selfishness and the individual instinct to save one's own life caused more deaths than were necessary? In what way? How do you think you would have acted? Can you really be sure?
5. What are some of the elements that make this story interesting to read?

Questions to Think About

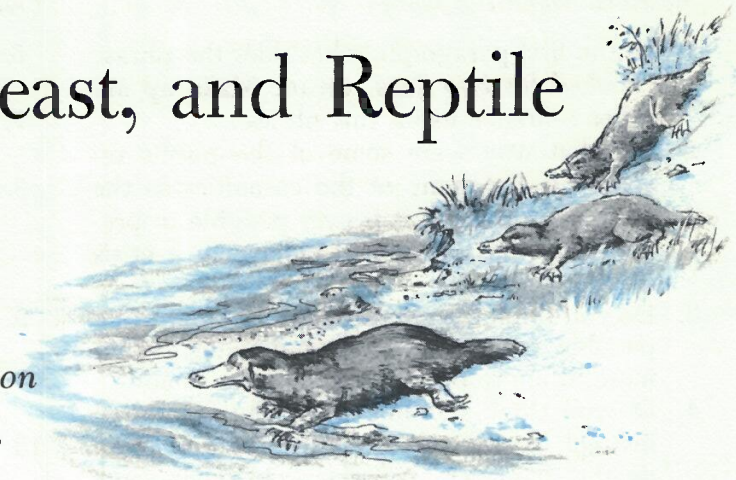
6. Why would fire drills in schools and other public buildings help in case of an actual fire?
7. Would a similar accident be likely to occur in circuses today? Why not?
8. Circus life is not as glamorous as it appears to be during show time. What do you think it is exactly that draws so many people to circus life?
9. People who set fires in which other people may possibly be killed are usually called pyromaniacs. What do you think are some of the reasons behind this tragic compulsion?
10. What is there about a rapidly spreading fire that terrifies man, domestic animals, and wild beasts? Is it fear of unknown consequences or an instinctive fear inherited from generations ago when fire was thought to be a form of god or miracle?

HAVE YOU SEEN THESE?

Angle, Paul.	*The Great Chicago Fire*
Clevely, Hugh.	*Famous Fires*
MacPhail, Archibald.	*Of Men and Fires*

ESSAY 12

Platypus: Bird, Beast, and Reptile



Outside of Australia the platypus is indeed a rare creature. But it continues to be a strange combination of animal features wherever it lives.

BIRD, BEAST, AND REPTILE is exactly the right answer to give if anyone asks you what a platypus is.

At least it is the best answer if you want to describe what this strange animal looks like. With its duck bill, webbed feet, tail like a beaver's, and venom spurs, the platypus seems inadequately described if you simply reply "beast; it's a mammal."

Found only in eastern Australia and Tasmania, this unique animal is rarely seen outside its native land.

There the platypus lives a quiet life, sleeping most of the day in its river bank burrow. During the night it hunts for its dinner: crayfish, shrimps, insect larvae, tadpoles, and earthworms. Actually, its appetite has been a handicap to would-be platypus keepers. In captivity the animal is known to eat almost its own weight in earthworms in a single night! Since the platypus is quite particular in the food it will eat —the food must be alive—this can be expensive as well as inconvenient. Several hundred wriggling earthworms and dozens of grubs per platypus is quite an order.

A platypus burrow may be as long as 30 feet, with both a land entrance and a water entrance. The platypus's amphibian life—it is an excellent swimmer and can stay submerged for at least five minutes—has presented another problem in maintaining the animal outside its natural environment.

A special "platypusary" is required. This consists of a long swimming tank, burrowing bank (in which, hopefully, the female will sometime build a nest), and assorted burrows for living in. Generally, the platypusary attempts to duplicate the animal's river bank home. In the summer of 1947, three platypuses came to live in the New York Zoological Park's specially constructed platypusary in the Bronx Zoo—the only one known outside the one at Healesville, about 40 miles from Melbourne, Australia. It was at these two places that most people who wanted to see the strange creature could get their first look at the platypus. Now, unfortunately, the captive animals can be seen only in Australia. The Bronx Zoo's platypuses all have died, and no others are known to exist in a zoo elsewhere in the world, save Australia.

It has a short, thick trunk and powerful limbs with webbed feet that can be used for digging as well as swimming. The nose and upper jaw of the platypus resemble a duck's bill; they are covered with a smooth hairless skin, black on the surface and "creamy" color underneath. Its fur is short and velvety, dark

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Adapted from "Platypus: Bird, Beast and Reptile" from SCIENCE NEWS LETTER, October 3, 1959, now known as SCIENCE NEWS, weekly summary of current science, *© 1959 by Science Service, Inc. Reprinted by permission of the publishers.*

brown in color.

The platypus is also unique among mammals in that the male possesses a poisoning apparatus. He has a spur on the ankle of each hind foot that connects with a venom gland. A wound from this spur can cause a painful swelling. The female has no such weapon. A full-grown platypus will average about two feet in length and weigh between two and four pounds.

About 1800 when a platypus skin arrived at the British Museum in London, scientists were very skeptical about the creature. The skin was soaked in water, the non-believers expecting to expose stitches holding the furred skin to the ducklike feet and beak. It was years later before it was accepted that the platypus also did lay eggs and did nurse its young as a "good mammal should."

Not too much is known about platypus young. The female usually lays two eggs, sometimes three, about three-quarters of an inch long and a little more than one-half inch wide. They are not hard-shelled, but have a parchment-like covering similar to that of tortoise eggs. The nest is made of weeds, leaves and grass. The female apparently has all responsibility for the young: she digs the breeding burrow, makes the nest, and incubates them without help from the male. Incubation takes about two to three weeks. When the young hatch, they are dependent on the mother for several months. She holds them to her abdomen with her tail where the young obtain milk secreted in mammary glands by licking the fluid that exudes from the mother's pores.

These primitive egg-laying mammals have been bred in captivity only once. Towards the end of 1943 zoological history was made when Australia's David Fleay, known as the world's leading authority on the animals, announced a platypus had at last been bred at the Sanctuary in Healesville. This doubly unique animal was a female.

Ten years later, in 1953, the Bronx Zoo's platypuses Penelope and Cecil seemed about to become parents. In early July, Penelope developed a ravenous appetite. Eucalyptus leaves placed in her pool disappeared and this was taken as a good sign since the platypus is known to use these leaves to line its nest. The platypusary where Cecil and Penelope were exhibited before the public was closed. Months later, Penelope was exposed as a fraud. Disappointed zoo officials found, after digging for six hours into her burrow, that no eggs had been laid. Penelope had enjoyed four months of extra delicacies, attention and undisturbed sleep.

Penelope was again the subject of much attention in 1957, only this time there was an unhappier ending. In July she disappeared, touching off the most extensive hunt in the Zoo's history. She never was found. Less than two months later, Cecil died. Romantics claimed it was because of a "broken heart," but Zoo officials believe it was probably of old age.

In June, 1958, two females and a male were flown in and the U.S. once more had platypuses at a cost of about $7,000 to the New York Zoological Society. Despite the best care and attention, however, one female, Patty, died that November. The other two, Paul and Pamela, seemed healthy and strong.

Altogether they have had seven platypuses since the first one seen outside Australia was exhibited in the summer of 1922. It lived only 49 days. Betty, Penelope, and Cecil arrived next in 1947. Betty succumbed after exactly one year, four months and eleven days of living in the Bronx.

Despite the years of care and millions of earthworms showered on one of the world's strangest creatures, Bronx zookeepers have been unrewarded.

Paul died on December 20, 1958, and Pamela lasted until March 25, 1959, when she was found dead in her sleeping burrow. Loneliness was discounted as a cause of Pamela's death. Zookeepers attributed it to old age.

As the world's foremost authority on platypuses, David Fleay has been investigating why these strange creatures are indigenous only to Australia. These studies are made at the scientist's beautiful Fauna Reserve located at West Burleigh in Queensland, Australia.

Where attempts will be made again to keep platypuses in captivity outside of Australia is anyone's guess.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *The platypus is a*
(*a*) fish; (*b*) reptile; (*c*) mammal: (*d*) bird.

..... 2. *The nest is made of*
(*a*) mud; (*b*) leaves, weeds, and grass; (*c*) grass and mud; (*d*) hair, leaves, mud.

..... 3. *The female builds a nest*
(*a*) underwater; (*b*) in a hole in the ground; (*c*) in a tree; (*d*) in a platypusary.

..... 4. *A full-grown platypus may weigh*
(*a*) ten pounds; (*b*) twelve pounds; (*c*) four pounds; (*d*) one pound.

..... 5. *The platypus will eat*
(*a*) anything; (*b*) only food that is alive; (*c*) only earthworms; (*d*) any kind of fish.

..... 6. *The fate of Penelope was she*
(*a*) died of overeating; (*b*) died of a broken heart; (*c*) died of old age; (*d*) ran away.

..... 7. *The platypus has been bred in captivity*
(*a*) never; (*b*) once; (*c*) four times; (*d*) three times.

..... 8. *The platypus has lived in*
(*a*) only two zoos; (*b*) many zoos all over the world; (*c*) only the Bronx Zoo; (*d*) no zoo.

..... 9. *The skin of the platypus is*
(*a*) hairless; (*b*) furred; (*c*) sleek; (*d*) leathery.

.....10. *A venom gland is located on*
(*a*) each hind foot of the male; (*b*) each hind foot of the female; (*c*) each front foot of the male; (*d*) one hind foot of the male.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. These plants are *indigenous* to North America.
(*a*) native; (*b*) foreign; (*c*) unknown; (*d*) necessary.

..... 2. Do not *succumb* to temptation.
(*a*) be attracted; (*b*) listen; (*c*) look for; (*d*) give in.

..... 3. *Primitive* men and women lived in caves.
(*a*) of the stone age; (*b*) of Indian blood; (*c*) from Europe; (*d*) of the earliest ages.

..... 4. Some people consider snails a *delicacy*.
(*a*) food good for invalids; (*b*) garden help; (*c*) distinct pest; (*d*) dainty, pleasing food.

..... 5. The Southerners were *inadequately* clothed for the northern winter.
(*a*) insufficiently; (*b*) not fashionably; (*c*) suitably; (*d*) not wisely.

..... 6. The long hike made the boys *ravenous*.
(*a*) very cold; (*b*) tired; (*c*) eager for food; (*d*) completely exhausted.

..... 7. The sheriff looked *skeptical* as he listened to the prisoner's story.
(*a*) pleased; (*b*) quite disturbed; (*c*) angry; (*d*) doubtful.

..... 8. Because the salesman traveled the eastern seaboard, the plane he bought was *amphibian*.
(*a*) a plane adaptable to land and water; (*b*) a plane having two motors; (*c*) a water plane; (*d*) a plane having two fuel tanks.

..... 9. The *incubation* period varies with species of birds and animals.
(*a*) migrating; (*b*) hibernating; (*c*) hatching; (*d*) molting.

.....10. Fumes of the gas will kill all *larvae*.
(*a*) full-grown worms; (*b*) young, immature insect form; (*c*) wingless insects; (*d*) moths.

What Do You Think?

Questions About the Story

1. Why do you suppose the Bronx Zoo has not gotten any more platypuses since the last one died in 1959?
2. Why did the scientists at the British Museum find it so difficult to believe that the platypus was a genuine animal?
3. Would you say that the author wrote this selection primarily to amuse the reader or to give information about the platypus?
4. Is there any humor in this article? If so, where?
5. Why do you suppose the male platypus has venom spurs to protect itself and the female has none?

Questions to Think About

6. What other strange animals originate in Australia?
7. What are some things that a zoo must consider if it is going to have a satisfactory home for an unusual animal?
8. How are animals exhibited in zoos if they are accustomed to sleeping during the day and coming out only at night?
9. What other animals can you think of which have very unusual bodies?
10. Do you think some animals really die of loneliness or of "broken hearts"? Can you tell of examples of this from personal experience or from other reading?

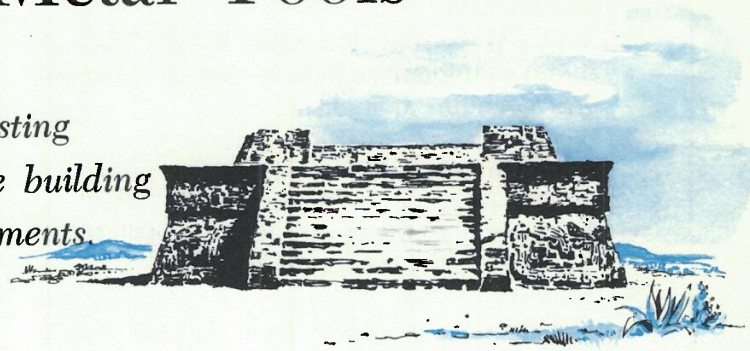
HAVE YOU SEEN THESE?

Krutch, Joseph Wood.	*The World of Animals*
Moore, Clifford.	*The Way of Animals in Fact and Fancy*
Teale, Edwin.	*The Last Woods*

ESSAY 13

Building Without Metal Tools

Ancient structures present many interesting questions. This essay discusses primitive building as seen in three Latin American monuments.



IT HAS LONG BEEN a source of wonder to scientists how the ancient peoples of Middle America could have erected their monumental, elaborately ornamented temples without metal stone-cutting tools or means for transporting the huge stones and putting them in place.

Now an engineer, J. Ogden Outwater Jr. of the University of Vermont, has made a study of three such engineering feats. The ancients adapted their construction methods to the peculiar qualities of the stone with which they worked and applied the forces of nature that were available.

The three monuments studied by Mr. Outwater were examples of three contrasting techniques. One was carved out of the solid rock on the side of a mountain. Another was constructed of huge boulders, carefully finished and fitted, and was ornamented with carved reliefs in perfect symmetry. The third monument was made of stone mosaic consisting of about 300,000 pieces of thin, flat stone and about 100,000 larger stones.

Water was the natural stone-cutting tool taken advantage of by the builders of the monolithic temple of Malinalco, hewn out of a mountain in the state of Mexico.

This monument is located well up the side of the mountain and is accessible only by one narrow trail. That single trail must have accommodated all the workers and all their supplies.

The reason for selecting such a hard-to-reach location for a temple, Mr. Outwater believes, lies in the peculiar qualities of the solid shelf of rock on this mountain and in the fact that a spring of water was flowing directly above it.

This rock, which is volcanic ash containing clay, has the property of absorbing a large quantity of water and of becoming dramatically soft and easily crumbled when it is wet. Yet when it dries out it is quite hard and durable.

Search of the temple site showed the ancients had dug channels from the spring to parts of the building, leading the water where they wanted to work on the stone and holding it there until it could permeate the stone.

This stone becomes so soft when soaked that it is reasonable to suppose the ancients could have used stone or wood mattocks to hack out the stone in the first attack on the construction. Since the construction had a very beautiful finish, it is obvious that as the work progressed more refined tools must have been necessary. A pile of what may have been the actual tools used by the builders was found near the site. They were cylindrical stones that have been described as about the size of a rolling pin and sharpened, or tapered, at one end. About three-fourths of the stones were of volcanic lava, the

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sharp edge of which would readily cut and smooth the soaked stone. The rest were of compacted silt composed of clay, lava particles, and sand. The particles of lava protrude from them and would have made a good abrasive.

Using a combination of the rough mattocks and lava fine tools, Mr. Outwater estimates that it would have taken about one man-hour to remove 750 cubic centimeters of stone. Then, assuming a 10-hour working day and a 300-day working year, he arrived at an estimate of 400 man-years to build the monument of Malinalco, not counting the time needed for painting, tool-making, and other extras. The maximum number of men who could have worked on the mountain shelf without getting in each other's way was probably not more than 50; thus the building of the great monument must have taken a period of about ten years.

Once the cutting of the stone was completed, it would have been necessary to divert the water so that the stone could harden before the elaborate carving was ruined. Small dams, which are still in place, were installed to make the water flow around the cliff edge and fall into the valley well clear of the work.

This technique of using water softening as a means for cutting a temple out of a mountain side was developed for only one single use. In no other place in Mexico has this type of rock been found adjacent to a spring. In no other place did Mr. Outwater see such a monumental temple cut from the live rock of a mountainside. The people seem to have developed the technique in order to take advantage of the unique conditions.

An entirely different technique was used to build the Temple of Xochicalco. The stone of this pyramid is very hard and dense.

The outstanding feature of the pyramid is the symmetry not only of the building but of the carvings on it. It seemed reasonable to suppose that the stones for all four corners and sides were all cut and carved to exactly the same size and shape.

A careful survey of the blocks around the base of the pyramid indicated, however, that this was definitely not the case. Not only was there very little correspondence in size between similarly situated blocks, but the number of stones along each side was different.

Mr. Outwater believes that the pyramid must have been constructed starting at one corner and mating each new stone with the last one already in place. He estimates that the temple originally must have consisted of about 1,200 carefully finished and fitted stones.

What technique was used for finishing this hard, resistant stone? After experimenting with various methods possible without the use of modern tools, Mr. Outwater believes he has discovered the technique actually used. He found that when two of these stones are rubbed and tapped together dry, the surfaces break off and leave a pock-marked surface similar to that found on the pyramid. This surface can then be pounded until it is flat and smooth.

This was, of course, a time-consuming process. It would have taken a crew of 200 men five years just to finish the stone.

TIME.....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *The Temple of Xochicalco was constructed in the shape of a*
(*a*) huge rectangle; (*b*) pentagon; (*c*) pyramid; (*d*) rough circle.

..... 2. *It was constructed of*
(*a*) stones of various sizes fitted together one by one; (*b*) round boulders fitted together; (*c*) stones exactly the same size; (*d*) blocks of stone fitted together at a quarry and then transported to the site of the temple.

..... 3. *It was built entirely*
(*a*) of stone and wood; (*b*) of very hard and dense stone; (*c*) of carved pieces of stone on a hillside; (*d*) by hollowing out a natural cave.

..... 4. *The man-years taken to build the Malinalco monument must have been about*
(*a*) 300; (*b*) 400; (*c*) 100; (*d*) 200.

..... 5. *Of all the monuments studied by the engineer Outwater*
(*a*) one was carved from solid rock; (*b*) one was constructed of boulders; (*c*) one was of stone mosaic; (*d*) all of the above statements are true.

..... 6. *In man-hours the Temple of Xochicalco is remarkable for the*
(*a*) small amount of time needed for construction; (*b*) careful workmanship which indicates that the building must have required many years to build; (*c*) fact that only fifty men worked at a time on it; (*d*) evidence of wasteful methods of building.

..... 7. *The third monument studied by Mr. Outwater was of mosaic stone; in it*
(*a*) the stones are all large and round; (*b*) the pieces are thin, flat stones; (*c*) both thin, flat stones and larger pieces are apparent; (*d*) round boulders are principally visible.

..... 8. *Studies by engineers indicate that*
(*a*) the type of water softening adopted was used only in one building; (*b*) this water method of building a stone monument was common; (*c*) "nails" are to be found occasionally near small villages on the plains; (*d*) the workers who built monuments were buried inside the structures.

..... 9. *Probably these monuments were built*
(*a*) as memorials to rulers of the people; (*b*) as places of religious ceremonies; (*c*) for purposes of fortification; (*d*) for storage of food and supplies.

.....10. *The author's main interest is to*
(*a*) trace the history of early engineering in Middle America; (*b*) show the artistic skill of primitive peoples; (*c*) demonstrate religious art in the past centuries; (*d*) indicate the amazing ability of early peoples to build elaborate structures with simple tools.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. The artist's delicate *technique* has never been duplicated.
(*a*) lighting effects; (*b*) sculpture; (*c*) performance; (*d*) skillful method of procedure.

..... 2. As far back as the Stone Age, artists carved figures *in relief*.
(*a*) sitting down; (*b*) projecting from their background; (*c*) fading into their background; (*d*) standing up.

..... 3. My aunt has a beautiful *mosaic* pin she bought in Italy.
(*a*) made of small pieces of material fitted together in a pattern; (*b*) made of small jewels; (*c*) coral; (*d*) ivory.

..... 4. Tourists marvel at the workmanship of the *monolithic* temples.
(*a*) immense; (*b*) delicately carved; (*c*) made out of one stone; (*d*) mosaic.

..... 5. The school is *accessible from* two streets.
(*a*) easily approached from; (*b*) able to be seen from; (*c*) within walking distance of; (*d*) bounded by.

..... 6. An odor of coffee and frying doughnuts *permeated* the house.
(*a*) surrounded; (*b*) spread through; (*c*) scented; (*d*) made pleasant.

..... 7. A *mattock* is necessary equipment for a mountain climber.
(*a*) rope; (*b*) spiked shoe; (*c*) long spike; (*d*) pick.

..... 8. The material in that suit is extremely *durable*.
(*a*) lightweight; (*b*) waterproof; (*c*) soft; (*d*) lasting.

..... 9. It was necessary to *divert* traffic because of the wreck on the highway.
(*a*) turn aside; (*b*) stop; (*c*) hold back temporarily; (*d*) block.

.....10. A poor toothpaste may contain a harmful *abrasive*.
(*a*) medicine; (*b*) polishing material; (*c*) germ; (*d*) ingredient.

What Do You Think?

Questions About the Story

1. In paragraph 7, the author states that the rock easily crumbles when it is wet and so is ideal for building. What question does this immediately raise in your mind about the durability of the finished buildings?
2. The story doesn't tell you directly, but from your other reading about early times, what kind of labor do you think was used to build the temple?
3. Do you think the building of these ancient structures required any special knowledge of engineering?
4. What purpose does it serve to find out how ancient people erected their temples? Does it tell us anything about the lives of these people other than their building methods?
5. What is the most unusual stone-cutting tool mentioned in the article?

Questions to Think About

6. Why do we often admire the great buildings of ancient times more than our own new skyscrapers?
7. The ruins of temples in Mexico greatly resemble the ruins of what other country?
8. For what reason do you think stone was preferred to wood in the building of the great temples of ancient times?
9. What happened to most of the civilizations responsible for these great buildings?
10. Does our civilization today stand a better chance of surviving than theirs? Why? Why not?

HAVE YOU SEEN THESE?

Childe, Vere.	*Man Makes Himself*
Hammerton, John.	*Wonders of the Past*
Marriatt, Alice.	*The First Comers*



ESSAY 14

Medicine Calf

Unique among the great stories of the American West is this one about the young Negro who helps the Crow Indians in their war with the Blackfeet.

THE BLACKFEET WAR PARTY galloped toward the Crow villages, the long line of horses swirling dust clouds into the cool mountain air. From a nearby peak, the great Crow chief, Medicine Calf, watched the battle scene unfold. On horseback behind him were some 1,800 Crow warriors, their lances jutting high into the morning sky. Medicine Calf swept one arm forward, at the same time urging his horse down the hill. Their shrill whoops ripping the quiet of the Rockies, his fierce army followed his lead.

The line of Blackfeet whirled to face the sudden attack. Horses thudded into horses. Indians swung battle-axes at each other, leaped from their ponies, grappled in the dust. The soil turned dark beneath them. Medicine Calf flashed through the enemy on his pinto, smashing to earth a Blackfeet with one swing of his ax. Another Blackfeet, on the ground, rose to one knee and flung a lance that knifed into the side of Medicine Calf's horse. The big pinto screamed its pain and pitched sideways, pinning Medicine Calf.

Hooves stomped within inches of the Crow chief's head as he twisted to get free. He turned to reach for his battle-ax and saw, through the choking dust, a Crow warrior, Pine Leaf, running toward him. Pine Leaf grabbed at the lance, pulled at the horse, and Medicine Calf jerked his legs free.

He ran quickly toward a riderless horse, mounted, then turned to see a Blackfeet rush toward Pine Leaf from the rear, a lance poised to throw. Medicine Calf shouted a warning to Pine Leaf, but amid the shrieking of braves and the din of battle-axes, Pine Leaf did not hear. . . .

Medicine Calf was no ordinary Indian chief, nor was Pine Leaf an ordinary Indian warrior. Pine Leaf was a teen-age Indian girl. Medicine Calf was a young American Negro, and the story of how these two came to this Indian battle is one of the strangest in the history of the Western frontier.

Medicine Calf was born James Pierson Beckwourth in Fredericksburg, Va., on April 26, 1798, the son of a Revolutionary War soldier. His father moved to St. Louis when Jim was seven. As a teenager Jim worked for a blacksmith, doing the kind of work that built a reedy boy into a muscled young man. At 17 Jim was 5'9", broad-chested, and so quick of foot that the Indians later would call him Antelope. Bored by blacksmithing, Jim got permission from his father to join an expedition going from St. Louis to what is now Moline,

From "The Incredible Saga of Jim Beckwourth" by John Devaney from BOYS' LIFE, December 1967. Reprinted by permission of the author and BOYS' LIFE, published by the Boy Scouts of America.



Ill., to make peace with a band of Sac Indians.

During the next few weeks, Jim lived with the Sacs. He found he had a knack for Indian languages, and within a few days he was chattering with the Sac braves, who taught him how to trap for beaver, how to follow the trail of game, and how to cross swift-flowing streams by swimming underwater.

Jim returned to St. Louis with armfuls of beaver skins that sold for ten dollars a pound. In those days a wagonload of beaver pelts would make a man rich for the rest of his life. To make his fortune in furs, Jim set off for the Rocky Mountains. From 1819 to 1823 he roamed an area that is now Montana and Wyoming, a wild and rugged place where men died alone in trackless forests or were slaughtered by savage Indians. In his autobiography, *The Life and Adventures of James P. Beckwourth,* published in 1855, Jim wrote: "A man held his life in his hand every morning he awoke." As an example of this, Jim recalled leaving a camp one late afternoon, and when he returned to the flickering campfire an hour later, he found his 12 trapper friends dead, scalped by Indians.

Not all Indians were enemies. A few tribes, notably the Snakes and Crows, were friendly to the trappers. To keep these tribes friendly, Jim and other mountain men—they included Kit Carson and Jim Bridger—fought side by side with the Indians against the murderous Blackfeet. In one fierce daylong battle along the Yellowstone, the Snakes and the mountain men killed nearly 200 Blackfeet.

Several days later a band of Crows asked the Snakes about the battle. One Snake pointed to Jim. "That one," he said "killed many of the Blackfeet."

One of the trappers, overhearing the conversation, decided to have some fun. He pointed to Jim's dark face and said to the Crows, "This warrior who has killed so many of your enemies, is really a Crow."

The Crows' mouths went wide. "How could that be?" asked one.

"Well," said the trapper, "you know that many winters ago the Cheyennes defeated the Crows, carrying off many of your women and children."

"Yes, we know of it," said the Crow.

"Well, Jim here was one of the little boys taken by the Cheyennes. The whites bought him from the Cheyennes. He has become a great brave among the whites, and all your Indian enemies fear him."

The Crows stared at one another, then ran off to the village to tell of the Crow boy who had become a great warrior with the whites. The trapper watched them go and then he turned,

laughing, and said to a companion: "No matter how wild a yarn you tell those Indians, they'll believe you."

A few weeks later, while trapping, Jim strayed into a band of Crows. The Indians took him to their village, where he was recognized by a Crow who had heard the trapper's story. "This is the Crow boy who has become a great warrior among the whites!" he shouted. Men, women and children came running, surrounding Jim, staring at his coppery-brown face. "You women," a chief shouted, "you who lost sons to the Cheyennes, come forward to see if this is your lost son."

One aged woman, passing before Jim, said: "If this is my son, he has a mole over his left eye."

A brave pulled down Jim's left eyelid and by a twist of fate, there was a mole over the eye.

The Indians howled their delight. They rushed Jim to the woman's lodge, where he was embraced by relatives. After the embracing was done, Jim did some quiet reflecting. He could leave the Crows anytime he wished. But why not stay here, protected by his Crow "relatives," and trap for beaver until he had made his fortune?

But before he could start trapping, Jim was besieged by pleas: Would the great warrior lead Crow war parties? The Indians named him Medicine Calf. "Your medicine," they said, "is good against our enemies." They believed that Jim had some kind of supernatural power. Once, hit by a bullet, he fell and the Crows ran to him, expecting to find him dead. But after a few minutes, Jim stood up, unmarked, unbloodied. The bullet had been deflected by his belt buckle and had only knocked him out.

"The bullets cannot pass through Medicine Calf," his warriors said in awe. Knowing the Indians would never harm anyone whose medicine was so great, Jim decided not to mention the belt buckle.

A warrior who always rode near Medicine Calf was Pine Leaf, a willowy 16-year-old girl. Her twin brother had been killed by Blackfeet. "When I was told of his death," she told Jim, "I put aside my beads and my sewing. I made my arm strong to swing the battle-ax to avenge his death. . . ."

But now, on this cool morning in the Rockies, as Medicine Calf's warriors were routing the Blackfeet, Pine Leaf herself seemed about to die—a Blackfeet charging at her, a lance aimed at her back.

Medicine Calf shouted one last warning to Pine Leaf, then charged his horse at the Blackfeet. The Indian whirled to see the massive chest of the horse looming above him. He swung his lance, but it was too late. The horse crushed him.

Pine Leaf leaped onto another horse. She and Medicine Calf waved at one another, then took off with the other Crows in pursuit of the fleeing Blackfeet. That night Medicine Calf returned to the Crow village to be praised for winning another great victory. . . .

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *What kind of horse was Medicine Calf riding?*
(*a*) black; (*b*) pinto; (*c*) white; (*d*) brown.

_____ 2. *Medicine Calf's horse was*
(*a*) killed; (*b*) not harmed; (*c*) cut in half; (*d*) none of the above.

_____ 3. *Pine Leaf probably saved Medicine Calf's life when she*
(*a*) killed a Blackfeet warrior; (*b*) pulled him from under the horse; (*c*) called a warning to him; (*d*) grabbed his lance and pulled at his horse.

_____ 4. *Why didn't Pine Leaf heed Medicine Calf's warning?*
(*a*) she was too proud; (*b*) she was too far away; (*c*) there was too much noise; (*d*) all of the above.

_____ 5. *What makes Medicine Calf so unusual as a chief?*
(*a*) he was very tall; (*b*) he was unusually brave; (*c*) he was a Negro; (*d*) he was elected by democratic vote.

_____ 6. *Medicine Calf (Jim) quit blacksmithing because*

(*a*) he hated it; (*b*) he was not strong enough; (*c*) he was bored; (*d*) he already acted like an Indian.

_____ **7.** *Which phrase best describes the Indians in the Rocky Mountains about 1820?*
(*a*) they were all hostile; (*b*) a few tribes were friendly; (*c*) all were friendly; (*d*) you couldn't trust any of them.

_____ **8.** *The Crows adopted Jim and named him Medicine Calf because*
(*a*) they thought he was a Crow with supernatural powers; (*b*) they were afraid of him; (*c*) he asked to become a member of the tribe; (*d*) he hated the Blackfeet.

_____ **9.** *It might be said that Medicine Calf became an Indian as a result of*
(*a*) an accident; (*b*) a ruthless ambition; (*c*) a joke; (*d*) all of the above.

_____ **10.** *The best main idea of this piece is*
(*a*) Indians are unpredictable; (*b*) you just can't tell what people will make of their lives; (*c*) Medicine Calf was the greatest chief of the Crows; (*d*) girls can become great chiefs.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** The prizefighter had a *jutting* jaw.
(*a*) weak; (*b*) broken; (*c*) protruding; (*d*) pointed.

_____ **2.** With much energy he *grappled* with the bear.
(*a*) played; (*b*) came to grips; (*c*) danced; (*d*) let loose of.

_____ **3.** My mother had a *knack* for making good biscuits.
(*a*) clever way; (*b*) liking for; (*c*) dislike for; (*d*) no interest in.

_____ **4.** Why don't we listen to the *pleas* of our enemies?
(*a*) plans; (*b*) secrets; (*c*) boastings; (*d*) entreaties.

_____ **5.** We met a girl with a *willowy* build.
(*a*) tall and slender; (*b*) short and fat; (*c*) tall and heavy; (*d*) dumpy.

_____ **6.** The mountain showed a *massive* growth of blue spruce.
(*a*) sparse and thin; (*b*) thick and heavy; (*c*) covered with moss; (*d*) none of the above.

_____ **7.** If you pick up that *lance*, I'll take you with me.
(*a*) shovel; (*b*) knife; (*c*) spear; (*d*) piece of armor.

_____ **8.** Jim saw a large object *looming* on the distant horizon.
(*a*) spinning; (*b*) showing indistinctly; (*c*) showing clearly; (*d*) disappearing.

_____ **9.** What is that man doing with all those *pelts?*
(*a*) stones; (*b*) hides; (*c*) carcasses; (*d*) skins.

_____ **10.** The girl was already at work on her *autobiography.*
(*a*) wedding dress; (*b*) hair-do; (*c*) novel; (*d*) life story.

What Do You Think?

Questions About the Story

1. This story is an example of why one cannot always judge a book by its title. In fact, there is nothing in the first three paragraphs to indicate that this is not simply another story of Indians on the western frontier. In paragraph 5, the story suddenly takes on new interest. What makes this story so unusual? Does the fact that it is true add to the interest?
2. What are some of the facts about Jim Beckwourth's life, which we would not exactly think was typical of a young Negro's life in that period of history?
3. Most stories about the Indian Wars are concerned with the battles with the white man. What aspects of the battle described in this story differ from the typical Indian-white man battle?
4. Were you aware that the white men often helped the Indians fight their battles with enemy tribes? For what purpose did the mountain men take on the Indians' battles?
5. What Indian tribes would this article indicate were naturally warlike even before the appearance of the white man?

Questions to Think About

6. A female Indian warrior was unusual indeed. Were all Indian women considered inferior to the men? Was this also true of our frontier settlers? What are the reasons? This situation certainly has changed today. Can you think of arguments both for and against equality of the sexes? Do you think this is as important as equality of the races?
7. It is said that Indians liked to fight. Do you think they liked war any more than any other races do? Do you think fighting is instinctive with human beings?
8. We have always been inclined to think of Indians as all alike—warlike people who molested our settlers. What is wrong with this generalization? Why are we just coming around to thinking of Indians as individuals or at least as separate tribes? Doesn't each Indian have a character and personality of his own, just as everyone else?
9. When we are at war with any other group, the tendency is to refer to them as "they," "the enemy," "the aggressors," or to title them as a group such as "the red man," "the Germans," or "the communists." What would be the danger if the government singled them out as individuals and permitted people to think of the enemy as individual people just like us, fighting for a cause they think is right? Is it a form of "home brainwashing" to use connotative names such as the "injuns," the "Japs," the "Krauts," and the "reds"? Does this really help us to think of the enemy as inferior to ourselves? Is this necessary? Could wars be fought otherwise?
10. The great open spaces, unspoiled by man, have an appeal to almost everyone. How do you think the Indians felt when they saw the white man slaughtering the buffalo, the passenger pigeon, the beaver, and the grizzly bear? Would you have felt as they did? Were they right in killing the settlers? Could they have lived peaceably with the settlers by signing more peace treaties? What would have happened if they had tried this?

HAVE YOU SEEN THESE?

Andrist, Ralph K.	*The Long Death*
Garland, Hamlin.	*Book of the American Indian*
Josephy, A. M.	*Book of Indians*

ESSAY 15

Wild Foods



Most people are very cautious about eating wild foods—and rightly so. Kesting tells here of what to eat, and what not to, when one is forced to rely upon Nature's store.

THE BEST BEGINNING for a discussion of edible wild plants is a frank statement of facts about them. Too much fiction and semifiction have led some persons to believe the woods and fields are one vast larder of delicious wild food which is available at all times for the gathering. This is not true. Other persons, just as misguided, feel that anything not found on a grocery store counter is poisonous, or must have a bad taste. That isn't true either.

There is a medium between these extremes, and the camper who wants to supplement his fare with wild things will find it is a happy medium if he remembers that:

1. A beginner should start with plants, roots, berries, fruits, and nuts that are easy to recognize, easy to obtain, and pleasant to taste.

2. Some things are edible, but only after considerable preparation to change their natural bitterness, sourness, toughness or other unpleasant characteristics.

3. Few things are poisonous, but some are sufficiently deadly to make it unwise to take chances. Be certain.

4. Some things are not poisonous, but can upset the digestive tract if eaten unwisely.

5. Wild foods should be regarded as a welcome addition to the camping diet, and not as a sole means of sustenance except in an emergency.

6. Book instruction helps considerably, but is only an introduction to practical experience.

Fear of being poisoned keeps many persons from experimenting. Actually, cases of poisoning from wild foods are rare, the greatest number occurring from consumption of poisonous fungi.

The young and tender shoots of some plants are nonpoisonous, whereas the mature stalks are more or less poisonous. Examples: pokeberry, and even the plants of the common potato and tomato. The application of heat in baking or boiling removes the poisonous properties of certain edible roots. The tapioca you eat comes from a plant that is poisonous in its raw state.

Even the least experienced outdoorsman can recognize some things at a glance because they are almost exactly what he finds on his table. *Blackberries* growing wild differ little from cultivated ones, although the related and equally good *dewberries* might puzzle those accustomed to thinking of all blackberries as growing on bushes. Dewberries trail over the ground. *Purple* and *red raspberries* are as good wild as tame. Look for such berries on abandoned farmland, in open creek bottoms, clearings in the woods, or burned-over sections. The same advice holds for many of the things under discussion, because the deep woods are not

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very productive of ground plants except for ferns and fungi.

Huckleberries and *blueberries* follow the ax and fire in forest lands. They are easily recognized by most persons, and form a delicious addition to the camp diet, either as they are, or baked into pies and muffins. The *low-bush blueberry* ripens first, the *high-bush berry* is late-ripening, so there is fruit from June to September. Caution: Don't gorge on any berries if you would avoid diarrhea.

The *wild strawberry* deserves separate mention. It differs from the tame berry in two major ways—it is much smaller and better.

Two other berries or fruits commonly recognized by most persons are the *wild cranberry* and the Atlantic Coast *beach plum.* The latter can be eaten as it is when fully ripe, but cranberries require a heavy amount of sugar to be palatable.

There are many other edible, and very good, berries; but they don't belong here because they are not so familiar as the fruits mentioned. Among them are *wild currants* and *gooseberries, persimmons,* and *mulberries.*

An old rhyme is a fairly good rule-of-thumb for berries:

Berries red, have no dread;
Berries, white, flee on sight.

Of the various grapes, the northern *fox grape* and the similar southern *muscadine* are most edible in the raw state. If you cannot recognize them, sample any ripened grapes you find—taste will tell. Nearly all wild grapes make good jellies and wines.

The edible nuts belong to late autumn, just as most berries belong to summer. It hardly seems necessary to describe some, such as *black walnuts* and *hickory nuts,* because they are so widespread and well known, but just in case—. Both have hulls. The hull breaks easily in neat sections from the smooth hickory nut; the walnut hull must be scuffed from the corrugated shell. A walnut is about twice the size of a hickory, and better flavored. It is rather difficult to crack and extract the meat from both nuts, but they are worth the trouble. They are nearly unexcelled as emergency foods, each possessing about three times the food value in calories of round steak. There are several kinds of hickory nuts, the shellbark or shagbark being best known, all edible, but varying in quality.

Dandelion needs no description. The leaves, gathered when young and tender, are boiled briefly. The water should be changed once or twice if the natural bitter taste isn't desired. The greens are served with butter and a dash of vinegar. Better still is a sweet-sour hot dressing of vinegar, sugar, bacon and bacon drippings. It is also good when boiled with ham or salt pork.

Watercress can be found in tiny, cold brooks, and even along the banks of larger streams. Its spicy taste is instantly recognizable. The leaves can be eaten as they are with salt, or used in salads. Since it is eaten raw, make sure the water in which it grows is unpolluted.

Perhaps *wild asparagus* should be included in the easiest-to-spot plants because asparagus surely is known to everyone, and that which grows wild is (like watercress) an escape from cultivation. Gather young shoots only, and cook only until soft in a minimum of water.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *One caution about watercress is to*
(*a*) be sure to boil it; (*b*) make certain the water it grows in is unpolluted; (*c*) avoid the use of salt on it; (*d*) gather it only from tiny brooks.

..... 2. *A beginner in camping should*
(*a*) start with foods easy to recognize and find, and also pleasant to taste; (*b*) try any food even though it looks to be poisonous; (*c*) expect to live off the land; (*d*) cook, boil, bake, or sweeten everything.

..... 3. *Care and thought must be taken in the use of wild foods for*
(*a*) young shoots of some plants are nonpoisonous while the mature stalks are not to be eaten; (*b*) the application of heat by boiling removes poisonous properties of some roots; (*c*) the baking of certain edible roots eliminates the likelihood of poisoning; (*d*) all of the above is true.

..... 4. *The wild strawberry differs from the tame berry in that it is*
(*a*) difficult to find and hard to gather; (*b*) larger but less tasty; (*c*) smaller and tastier; (*d*) smaller but not so good.

..... 5. *Mature stalks of the following plant are more or less poisonous*:
(*a*) the potato; (*b*) the tomato; (*c*) the pokeberry; (*d*) all of the above.

..... 6. *Berries that frequently appear on abandoned farmlands are*
(*a*) strawberries; (*b*) purple and red raspberries; (*c*) huckleberries and blueberries; (*d*) wild strawberries.

..... 7. *Among berries that follow the ax and fire in forest lands are*
(*a*) strawberries; (*b*) huckleberries and blueberries; (*c*) raspberries and blackberries; (*d*) blackberries.

..... 8. *Nuts are good as emergency foods because they have about*
(*a*) three times as many calories as round steak; (*b*) six times as many calories as round steak; (*c*) twice as many calories as round steak; (*d*) four times as many calories as round steak.

..... 9. *Some false attitudes toward wild food are that*
(*a*) the woods and fields are full of delicious wild foods available always; (*b*) almost all wild food is poisonous and bad tasting; (*c*) both of the above are true; (*d*) neither of the first two is true.

.....10. *The author's attitude toward the consumption of wild foods is*
(*a*) very critical; (*b*) well informed and genuine; (*c*) quite matter-of-fact; (*d*) overenthusiastic.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. We found the bear meat to be *edible.*
(*a*) tough; (*b*) gamy; (*c*) delicious; (*d*) consumable.

..... 2. The whole long story sounded to us like *nonfiction.*
(*a*) truths; (*b*) boastful tales; (*c*) a pack of lies; (*d*) deceitful tales.

..... 3. What can the animals in the desert do for *sustenance?*
(*a*) protection against poisonous plants; (*b*) shelter from their enemies; (*c*) food and drink; (*d*) shelter from the heat.

..... 4. The rocks seemed to be covered with some form of *fungi.*
(*a*) minute plants; (*b*) fattening substances; (*c*) minerals; (*d*) tiny animals.

..... 5. *Diet* has much to do with a man's size.
(*a*) where he lives; (*b*) what he eats; (*c*) what he inherits from his parents; (*d*) how he cares for his health.

..... 6. The hungry boys found a *palatable* salad in the refrigerator.
(*a*) dried up; (*b*) sweet; (*c*) tasty; (*d*) sour.

..... 7. The farmer liked the *corrugated* roof on the house he bought.
(*a*) ribbed; (*b*) mottled; (*c*) shiny; (*d*) flat.

..... 8. The workmen began to *extract* the iron.
(*a*) take out; (*b*) sharpen; (*c*) melt; (*d*) store.

..... 9. The *recognizable* ships were determined to be British.
(*a*) damaged; (*b*) extremely large; (*c*) unknown; (*d*) known.

.....10. Do you think the water will remain *unpolluted?*
(*a*) full of germs; (*b*) lukewarm; (*c*) pure; (*d*) icy cold.

What Do You Think?

Questions About the Story

1. What is the author's purpose in writing an article of this type?
2. What does the author mean by the sentence, "Book instruction helps considerably, but is only an introduction to practical experience"?
3. Do you think the author is really knowledgeable about wild foods or merely trying to write an interesting article?
4. According to the article, are wild foods more likely to be found in open fields or deep in the forests? Why would this be?
5. How do you think the author could have made this article more interesting? Would this article be of interest to everyone? To whom would this type of information be particularly useful? Do you think it will be useful to you?

Questions to Think About

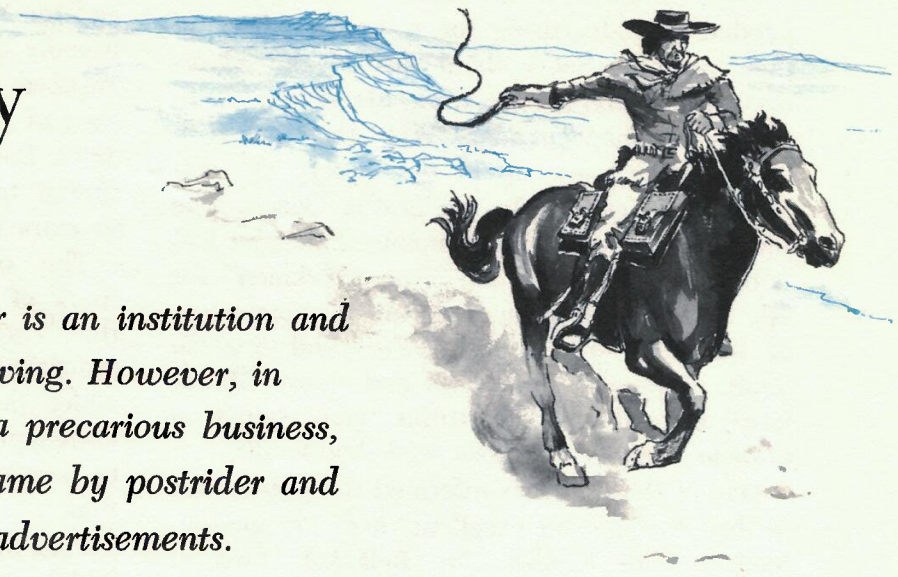
6. From your personal experience, do you think wild foods (berries and plants) taste better than tame ones? Why might this be so?
7. What modern processes make it possible for us to enjoy certain perishable foods all year around?
8. When older people say things tasted better in the early days before frozen and precooked foods were available, do you think this is true or that people simply remember things as being better than they actually were?
9. Would it be possible for people to exist on wild foods today? Why or why not?
10. Are there any people living anywhere today who still depend entirely on hunting, fishing, or farming for all of their food?

HAVE YOU SEEN THESE?

Carson, Rachel.	*The Sea Around Us*
Schmidt, K. P., and Davis, D. D.	*Field Book of Snakes*
U.S. Navy.	*Survival on Sea and Land*

ESSAY 16

Get That Story



Today the American newspaper is an institution and a virtual necessity for normal living. However, in colonial times, journalism was a precarious business, dependent upon news which came by postrider and upon a very small number of advertisements.

FROM THE TIME Franklin flourished as a publisher until the Colonies attained their independence, journalism was a precarious business. In the eleven Colonies there were some thirty odd newspapers of which only the few that professed loyalty to British rule could make ends meet. Subscriptions were few and advertisers who bought space paid for it only when the spirit moved them or when their cash in hand permitted them. Dunning the delinquents had little effect, and threats to suspend publication unless debts were paid had less.

The colonial newspapers were scarcely larger than a modern business letterhead. Poorly edited, poorly printed and with so-called news that was often moldy with age, they were tolerated rather than valued.

In spite of mediocre content of the papers, news printing was an expensive undertaking. Paper, ink, and presses were imported from Europe; skilled printers were scarce. The actual printing was a slow and tedious process. Type was set by hand, letter by letter, and when locked in a metal frame known as a "chase," was called a "form." These terms have survived to this day in the printing trade. When placed in the press, the form was inked with the aid of a leather pad and a single sheet of paper placed over it. The paper was pressed against the type by the leverage of a stout wooden arm. In this way an experienced printer could turn out about one hundred copies an hour.

In those early days long before the advent of the telegraph, the telephone, radio, railroads, automobiles, airplanes, the most rapid means of communication was the horse. The postrider who carried the news in his saddlebags also carried the news from state to state or from one community to another. The delivery of the mail was so uncertain that newspapers often went to press with apologies for lack of news owing to the lateness of the postrider's arrival. Wrote one editor:

> The Western Post is not yet come in, the Rider not being able to get over the Ferry at New London.

Another editor apologized:

> The Eastern Post came in late last Saturday Evening, being obliged to Travel the Greatest Part of the Way with Snow Shoes, the

From GET THAT STORY by John J. Floherty, copyright 1952 by John J. Floherty. Reprinted by permission of J. B. Lippincott Company.

> Snow being so drifted as to make Roads impassable for Horses. . . .

Many publishers in those early days depended on advertising for a goodly share of their revenue. Set without display the advertisements resembled the want ads so familiar to today's newspaper readers. What they lacked in lineage they made up in the variety of commodities advertised. In the Boston *Gazette* one Jacob Royal, Merchant, announced that he had "Good Red Herring and Fine Workmen" for sale. Another shopkeeper told in glowing terms of his stock of "English Pease and Spanish Snuff, very good Lampblack and choise Chocolate." Cure-alls and nostrums were touted as miracle workers for those with bodily ills.

One of those quacks informed the public that he had for sale an excellent medicine guaranteed to cure "Colick, Dry BellyAck, Loss of Limbs, Fevers and Agues, Asthmas and Coughs, Melancholy, Jaundice" and a long list of other ailments. Cosmetics too came in for their share of advertising. A Mrs. Edwards advertised in the New York *Weekly Journal* that she had for sale an "admirable Beautifying Wash that besides making Milady's Skin Soft, Smoother and Plump, cures Postules, Itchings, Ring Worms, Tetters, Scurf and Morphew."

Despite the difficulties that beset the newspaper publisher, there were many daring spirits who for profit or patriotism dared venture into the treacherous newspaper trade. Due to lack of public support, few of these adventurers survived.

During the struggle between the Colonies and the Mother Country, publishing became extremely difficult. New York and Massachusetts imposed a stamp tax of half a penny on every copy of the newspapers published in those Colonies. Later the British Government imposed a similar tax on all colonial newspapers, adding an extra tax on every advertisement.

This oppressive Stamp Act generated the spark of united opposition that culminated in the War of Independence. In New York an infuriated mob seized the stamped paper on which the newspapers were to be printed. An indignant colonial congress met in New York to protest against taxation without representation.

Presently the newspapers became a forum in which people from all walks of life opposed or, in some cases, supported British colonial policies through letters to the editors. For the first time the printing press had become a powerful political weapon and publishers profited by rapidly increasing circulation.

Their prosperity was short-lived, however. With the outbreak of hostilities the importation of presses, type, paper and ink was cut off with the result that many printers and publishers went out of business.

TIME .....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *Publishers of the time made much of their income from*
(*a*) subscriptions; (*b*) bulk orders for copies; (*c*) advertising; (*d*) sending news to other papers in the area.

..... 2. *Working with the old press, a good experienced printer could turn out in an hour*
(*a*) 50 pages; (*b*) 100 pages; (*c*) 25 pages; (*d*) 200 pages.

..... 3. *Some of the advertisements in the early newspapers featured*
(*a*) brief comments on the dangers of nostrums; (*b*) glowing statements about the effectiveness of certain medicines; (*c*) notices of runaway slaves; (*d*) testimonials on the worth of a merchant's wares.

..... 4. *Colonial newspapers were*
(*a*) poorly printed; (*b*) badly edited; (*c*) often lacking in current news; (*d*) all of the above.

..... **5.** *Unlike the advertisements in newspapers of today, the advertisements in colonial newspaper were*
(*a*) often accompanied by cartoons; (*b*) full of witty sayings; (*c*) like want ads; (*d*) of little use to the prospective purchaser.

..... **6.** *In early colonial times the newspaper business was*
(*a*) frequently good; (*b*) precarious; (*c*) prosperous; (*d*) virtually nonexistent.

..... **7.** *In the colonial newspaper business, the following difficulties were sometimes encountered:*
(*a*) deliveries were difficult to make; (*b*) nearly everything had to be imported from Europe; (*c*) the port of Boston was the only place where printers could be found; (*d*) ink had to be made locally.

..... **8.** *One sign of the troubles that the American colonies had with the Mother Country regarding journalistic activity was*
(*a*) the Boston Tea Party; (*b*) the seizure of stamped paper by a New York mob; (*c*) a riot in New Hampshire over some high-handed meanness of the Royal Governor; (*d*) the burning of a newspaper office in New York and New London, Connecticut, by British troops.

..... **9.** *One item that was seldom mentioned in colonial papers was*
(*a*) cosmetics; (*b*) food; (*c*) snuff; (*d*) horse racing.

..... **10.** *The author's main purpose in this account is to*
(*a*) portray the illustrious background of modern daily papers; (*b*) trace the growth of advertising in newspapers; (*c*) show the qualities of early American journalism; (*d*) provide a setting for the story of Ben Franklin's success as a publisher.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** His position on the ledge was *precarious.*
(*a*) safe; (*b*) roomy; (*c*) doubtful; (*d*) rock-bound.

..... **2.** The old lady *tolerated* the noise made by the boys next door.
(*a*) investigated; (*b*) became angry at; (*c*) put up with; (*d*) enjoyed.

..... **3.** The orchestra leader insisted that he did not want to hire *mediocre* musicians.
(*a*) skillful; (*b*) hungry; (*c*) medium-size; (*d*) very ordinary.

..... **4.** The two clerks found the filing of names *tedious.*
(*a*) interesting; (*b*) tiresome; (*c*) useless; (*d*) exhausting.

..... **5.** John wanted some *leverage* on the handle.
(*a*) force; (*b*) grease; (*c*) polish; (*d*) added length.

..... **6.** The *commodities* arrived in the stricken town shortly after the news broadcast.
(*a*) lawmen; (*b*) empty freight cars; (*c*) merchandise; (*d*) packing boxes.

..... **7.** The old lady had been taking several *nostrums.*
(*a*) sticks of wood; (*b*) medicines to cure her; (*c*) letters from mailboxes; (*d*) flowers.

..... **8.** The *treacherous* river ran smoothly over the plain.
(*a*) beautiful; (*b*) rapid-flowing; (*c*) deceiving; (*d*) winding.

..... **9.** The symphony *culminated* in a tremendous blare from the horns.
(*a*) started out with; (*b*) closed with; (*c*) was ruined by; (*d*) had too little of.

..... **10.** The *advent* of the Christmas season will bring an upward surge in department-store sales.
(*a*) pleasant memory; (*b*) end; (*c*) coming; (*d*) commercial feature.

What Do You Think?

Questions About the Story

1. In the first paragraph, what is the meaning of the phrase "Dunning the delinquents"?
2. Today when we merely have to pick up a phone in order to call almost any place in the world, it is difficult to conceive of the communications problem of the last century. Why was it as expensive to mail a letter then as it is now?
3. The old-time press would turn out 100 copies of a newspaper an hour. Have you any idea how many papers roll off the presses of a modern newspaper in the same time?
4. What are Postules, Ring Worms, Tetters, Scurf and Morphew? Why was it more likely for a woman to suffer from these complaints in the early days than it would be now? Do we have any similar diseases today?
5. Do you suppose that the cures advertised in old-time newspapers really did anyone any good?

Questions to Think About

6. The Stamp Act was only one of many acts of England which helped to set off the revolution. Can you think of others?
7. Pictures play a large part in today's news reportage. In a matter of hours or sometimes minutes, we can see actual photographs of events recently taken place. In what war were battle scenes first photographed? What other methods were used by the newspapers to show news events visually?
8. News accounts of the battlefield now come to us almost at the moment they occur. In the early days many battles were fought long after peace treaties had been signed. How could this occur?
9. Why are newspapers more popular and important than ever, even with the advent of television?
10. Where does the maximum profit come from in operating a newspaper?

HAVE YOU SEEN THESE?

Allen, John.	*The Modern Newspaper*
Bond, Frank.	*An Introduction to Journalism*
White, William Allen.	*Forty Years on Main Street*

ESSAY 17

Thank You, M'am



When this young purse-snatcher meets up with an unusual woman, he gets more than he bargained for.

SHE WAS A large woman with a large purse that had everything in it but a hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, dark, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the sudden single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance. Instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here."

She still held him tightly. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"Lady, I'm sorry," whispered the boy.

"Um-hum! Your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman, starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being-dragged boy. "I just want you to turn me loose."

"Was I bothering *you* when I turned that corner?" asked the woman.

"No'm."

"But you put yourself in contact with *me*," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you

"Thank You, M'am" from THE LANGSTON HUGHES READER, copyright © 1958 by Langston Hughes. Reprinted by permission of Harold Ober Associates Inc.

are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—*and went to the sink.*

"Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat, and you snatch my pocketbook! Maybe you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman. "I believe you're hungry—or been hungry—to try to snatch my pocketbook!"

"I want a pair of blue suede shoes," said the boy.

"Well, you didn't have to snatch *my* pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face, and not knowing what else to do, dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, *run!*

The woman was sitting on the daybed. After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, not knowing he frowned.

The woman said, "Um-hum! You thought I was going to say *but,* didn't you? You thought I was going to say, *but I didn't snatch people's pocketbooks.* Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son—neither tell God, if He didn't already know. Everybody's got something in



common. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse, which she left behind her on the daybed. But the boy took care to sit on the far side of the room, away from the purse, where he thought she could easily see him out of the corner of her eye if she wanted to. He did not trust the woman *not* to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

"Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

"That will be fine," said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, redheads, and Spanish. Then she cut him a half of her ten-cent cake.

"Eat some more, son," she said.

When they were finished eating, she got up and said, "Now here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto *my* pocketbook *nor nobody else's*—because shoes got by devilish ways will burn your feet. I got to get my rest now. But from here on in, son, I hope you will behave yourself."

She led him down the hall to the front door and opened it. "Good night! Behave yourself, boy!" she said, looking out into the street as he went down the steps.

The boy wanted to say something other than, "Thank you, m'am," to Mrs. Luella Bates Washington Jones, but although his lips moved, he couldn't even say that as he turned at the foot of the barren stoop and looked up at the large woman in the door. Then she shut the door.

TIME_____

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** *The woman carried a large purse which contained everything but*
(*a*) a handkerchief; (*b*) money; (*c*) a hammer and nails; (*d*) a knife.

_____ **2.** *The boy fell because of his own weight and*
(*a*) the weight of the purse; (*b*) the weight of the woman; (*c*) because he tripped; (*d*) because of his fear.

_____ **3.** *The boy looked as if he was*
(*a*) 14 or 15; (*b*) 11 or 12; (*c*) 8 or 10; (*d*) almost twenty.

_____ **4.** *The youth's name was*
(*a*) John; (*b*) Roger; (*c*) not given in the story; (*d*) William.

_____ **5.** *The house that the woman took the boy to was*
(*a*) empty; (*b*) full of other roomers; (*c*) expensively furnished; (*d*) old.

_____ **6.** *The boy wanted the money to*
(*a*) buy food; (*b*) buy soap; (*c*) buy blue suede shoes; (*d*) the reason is not given in the story.

_____ **7.** *At first the boy was afraid of the woman but at the end of the story he is*
(*a*) ready to steal again; (*b*) thankful toward her; (*c*) angry; (*d*) sad.

_____ **8.** *The woman worked at a*
(*a*) grocery store; (*b*) restaurant; (*c*) school; (*d*) beauty shop.

_____ **9.** *The woman gave the boy*
(*a*) some shoes; (*b*) a prayer book; (*c*) ten dollars; (*d*) five dollars.

_____ **10.** *The best main idea of this story is*
(*a*) people are funny; (*b*) you have to live your own life; (*c*) kindness and understanding are powerful forces; (*d*) every crime should be severely punished.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** The *strap* on the briefcase was unfastened.
(*a*) lock; (*b*) flap; (*c*) flexible strip of leather; (*d*) decoration.

_____ **2.** The boy wearing *blue jeans* was riding a horse.
(*a*) heavy gloves; (*b*) suede shoes; (*c*) spurs; (*d*) type of work pants.

_____ **3.** The waiter *frowned* when the man left the table without tipping.
(*a*) laughed; (*b*) showed displeasure; (*c*) worked; (*d*) was indifferent.

_____ **4.** All of the students looked *presentable* at the assembly.
(*a*) happy; (*b*) slovenly; (*c*) suitably attired; (*d*) angry.

_____ **5.** The girl had a *suede* purse in her hand.
(*a*) plastic; (*b*) large; (*c*) a shade of blue; (*d*) a type of leather with a soft napped finish.

_____ **6.** The *frail* woman was still working.
(*a*) weak; (*b*) angry; (*c*) healthy; (*d*) young.

_____ **7.** The youths were *bothering* the dog when its owner saw them.
(*a*) petting; (*b*) pestering; (*c*) feeding; (*d*) looking at.

_____ **8.** The *kitchenette* was off of the dining room.
(*a*) living room; (*b*) large cooking room; (c) small cooking room; (*d*) pantry.

_____ **9.** The teacher tried not to *embarrass* the girl.
(*a*) teach; (*b*) disconcert; (*c*) infuriate; (*d*) frighten.

_____ **10.** The boys were in a *devilish* mood.
(*a*) mischievous; (*b*) gloomy; (*c*) happy; (*d*) angry.

What Do You Think?

Questions About the Story

1. Why do you think Mrs. Jones left her pocketbook on the bed where Roger could get it and run if he wanted to? Was she testing him or was she just forgetful? Do you think she was being smart by doing this?
2. What did the author mean in the sentence, "He did not trust the woman *not* to trust him"?
3. Why do you think Mrs. Jones understood Roger?
4. What else do you think Roger wanted to say when he left besides "Thank you, m'am"? Would you have liked the ending of this story to be different? If so, how?
5. What makes this such a good story? Why would most people enjoy reading it? Can you tell of other stories you have read which might appeal to most people?

Questions to Think About

6. Have you read any similar stories or have you heard of any similar incidents? If so, tell the class about them. Would they make a good story?
7. Is money the best thing to give someone who is alone and hungry? Would you rather have lots of money or many friends?
8. Human loneliness is a craving, perhaps even greater than hunger. Where can people go in large cities to meet new friends? How can a person in a large city be lonely with so many people around?
9. Are there many people in this world who would act like Mrs. Jones? Why?
10. If someone stole some money from you and then brought it back, what would you do? Call the police? Beat him up? Talk with him? Forget the whole thing? Why?

HAVE YOU SEEN THESE?

Dickens, Charles.	*Oliver Twist*
Tarkington, Booth.	*Seventeen*
Twain, Mark.	*Huckleberry Finn*

ESSAY 18

Rascals of the Spanish Main



Much has been written about the pirates of the Spanish Main. But this author finds some new details about the ways in which these daring and courageous highwaymen of the seas governed themselves.

IT MUST HAVE SEEMED that God made the Caribbean for pirates. Nearly every island served as a lurking place. Everywhere coral reefs and sand bars provided protection behind which the pirates' shallow-draft ships could escape the heavy pursuing men-of-war. The pirates preferred sloops ranging from thirty to fifty tons. Nearly all were prizes which had been taken and converted, by arming, raising the bulwarks, and opening up most of the hold into a big dormitory for the huge crew and a storeroom for the plunder. With such vessels the pirates set out to terrorize the Spanish Main.

They did it a great deal more systematically than one would suppose. In fact, a pirate ship was an extremely well-ordered floating community. It also happened to comprise one of the Americas' earliest experiments in democracy.

The pirate captain was generally elected to his office by the members of the crew. He could be deposed by a similar vote. The pirate ship was usually owned by the crew, and the order of shares of all loot was agreed upon beforehand. The captain held undisputed command only at one time: when the ship was engaged in battle. A captain could shoot a crew member who did not obey him while the fighting went on. But as soon as the battle was over, he could be voted out of office by a simple majority of the crew. On some pirate vessels the captain did not command the ship at all during the entire period when no victim was in sight.

The only other officer who was normally elected by the crew was the one who virtually shared equal authority with the captain. He was the quartermaster. It was his duty to supervise the running of the ship except when in battle. He usually led the boarding parties. He made the decision as to what plunder to take and what to pass by (but he was bound always to take any gold and silver). He was in charge of the ship's loot until it was divided. He supervised this share-out, and his authority settled the inevitable arguments. He was in charge of the marketing and auctioning of the plunder. He meted out punishment and arbitrated disputes among the crew (if his persuasion failed, the dispute was settled on the beach with pistol and cutlass). The quartermaster, like the captain, could be deposed by a vote of the crew. Thus the pirates, many of whom had suffered at the hands of tyrannical captains in the merchant service and the navy,

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protected their shipboard democracy by splitting the command.

Most of the other officers of a pirate vessel were usually appointed by the captain and quartermaster. The boatswain was in charge of the ship's maintenance, the stores, sails, tackle, cordage, etc. The gunner supervised his own crew at the ship's armament. The sailing master tended to navigation and the set of the sails. A few of the bigger pirate vessels even carried a surgeon, a sailmaker, and a carpenter.

Once the make-up of the ship's company had been settled, the "articles," or rules for the voyage, were agreed upon. They generally followed the ship's articles of most of the privateers, with embellishments suitable to the exigencies of piracy.

After the articles came the important matter of a flag. Not all of them were black with skull and crossbones. Some were red, patterned after the blood-colored banners of the earlier buccaneers. Some had a full skeleton for a design. Some had a skull and hourglass, signifying the short life remaining to the unfortunate victim who sees the flag. Captain Bartholomew Roberts flew an elaborate flag carrying a full-figure picture of himself, a skeleton with a spear, and an hourglass. Captain Condent used a long, pointed banner with not one but three skulls and three pairs of crossed bones. Whatever its design, the pirate flag was used as a kind of psychological warfare.

It was not flown at first. In fact, the well-ordered pirate ship carried an assortment of ensigns. When a potential victim was sighted, the appropriate flag was sent aloft. If she were a British merchantman, the Union Jack went up; for a Frenchman, the tricolor was flown, in hopes of fooling the merchant captain into believing that he was speaking to a man-of-war of his own nationality.

Meanwhile the pirate ship's guns were uncovered, run out, loaded with ball or grapeshot, and primed. Extra powder and shot were placed alongside each gun. Matches were readied. Small arms were placed where they could be quickly reached.

As the ships closed, the pirate captain, now in full command, studied his proposed victim carefully through the glass to make sure that they were not themselves running afoul of an inno-

cent-appearing but powerful pirate-hunting warship. Once he was sure he had in his sights a defenseless merchantman, he gave the signal. Down came the national ensign and up flew the pirate flag.

The rest was easy. The round-bottomed, bluff-bowed tubs, favored as merchantmen because of their capacity, had no chance to outrun the sleek, swift pirate. And a half-dozen merchant seamen armed only with a couple of deck guns and a few muskets and pistols were no match for a horde of practiced murderers. Usually the merchant captain realized that he had no choice, and no warning shot from the pirate was necessary to make him back his mainsail and wait for the boats to row across for the loot. If, however, he were audacious enough to defend his cargo, he found himself rocking under the broadside from the pirate's guns, and he rarely had time to cover before the slashing bow of the attacker slipped alongside, the grappling irons clanked over the merchantman's bulwarks, and the shower of bullets and stones rained on the deck from the men swarming in the pirate ship's rigging. Then the army of attackers rushed aboard, shrieking, firing, and cutting as they came.

TIME_____

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *One of the purposes of the pirate's flag was to*
(*a*) prevent other pirate ships from seeking the same victim; (*b*) identify the captain in command; (*c*) provide the crew with a feeling of comradeship; (*d*) use a kind of psychological warfare.

_____ 2. *Upon sighting a potential victim, the pirate ship captain prepared for battle by doing all but one of the following:*
(*a*) guns were uncovered and loaded; (*b*) extra powder and shot were placed alongside each gun; (*c*) the pirate flag was run up at once; (*d*) small arms were situated so that they were ready for instant use.

_____ 3. *The best pirate ships were*
(*a*) built especially for this kind of shipping; (*b*) shallow-draft sloops of from thirty to fifty tons; (*c*) heavy ships that could fight off pursuing men of war; (*d*) light fishing vessels.

_____ 4. *When pirates took a prize ship, they usually converted it to their own uses by*
(*a*) raising the bulwarks; (*b*) opening up the hold for the crews' quarters and for storage space for plunder; (*c*) increasing the ship's armament; (*d*) doing all of the above.

_____ 5. *The pirate captain was generally elected to his office by the crew, and he*
(*a*) held undisputed command at all times; (*b*) could be deposed at any time; (*c*) chose the quartermaster; (*d*) held undisputed command only during a battle.

_____ 6. *Pirates' flags often carried various representations of*
(*a*) skulls, hourglasses, and bones; (*b*) skeletons, anchors, and bones; (*c*) crossed bones, skulls, and swords; (*d*) swords, spears, and anchors.

_____ 7. *The Caribbean was unusually practical for pirate shipping because*
(*a*) it had so much open water in which to escape pursuit; (*b*) it had many islands, coral reefs, and sand bars which provided protection for pirate ships; (*c*) it was most frequently used by treasure ships; (*d*) all of the above was true.

_____ 8. *The man in charge of taking the plunder was bound by rule always to seize*
(*a*) any gold and silver; (*b*) precious stones and gems; (*c*) sailing charts as well as treasure; (*d*) at least one hostage.

_____ 9. *One of the most extraordinary features of pirate life is that*
(*a*) so few men volunteered for pirate duty; (*b*) it was one of the earliest experiments in democracy; (*c*) it was closely allied with the slave trade; (*d*) it persisted so long.

_____ **10.** *The author's implication in this story is that the*
(*a*) pirates were all cut-throat, completely undisciplined murderers; (*b*) crews of pirate ships had a much better life than on merchant vessels; (*c*) captain and crews of pirate ships kept good discipline and governed themselves capably when necessary; (*d*) lives of pirates were without exception romantic and often full of exciting adventures.

Vocabulary Exercise

_____ **1.** The *sloop* is used primarily for racing.
(*a*) type of shoe; (*b*) rigged sailing vessel; (*c*) canoe; (*d*) sports car.

_____ **2.** The scientist's experiments were arranged *systematically.*
(*a*) methodically; (*b*) irrationally; (*c*) chronologically; (*d*) locally.

_____ **3.** The governor was the *undisputed* leader of the state.
(*a*) unethical; (*b*) uneducated; (*c*) unchallenged; (*d*) political.

_____ **4.** The *plunder* was buried beneath the sand.
(*a*) fish; (*b*) body; (*c*) stolen property; (*d*) mistake.

_____ **5.** The labor dispute was *arbitrated* by a group of judges chosen by both parties.
(*a*) continued; (*b*) enlarged; (*c*) mediated; (*d*) started.

_____ **6.** *Tyrannical* kings were more prominent in the medieval ages than they are today.
(*a*) kind; (*b*) uneducated; (*c*) rich; (*d*) despotic.

_____ **7.** The functional equipment of the firemen is necessary to the *exigencies* of their jobs.
(*a*) quietness; (*b*) spiritual nature; (*c*) importance; (*d*) urgency.

_____ **8.** The debutante wore an *appropriate* dress.
(*a*) beautiful; (*b*) casual; (*c*) exquisite; (*d*) suitable.

_____ **9.** The *psychological* problems of the students were discussed by the teacher and the doctor.
(*a*) spiritual; (*b*) mental and emotional; (*c*) educational; (*d*) social.

_____ **10.** To some students the outcome of the football game seemed *inevitable.*
(*a*) unavoidable; (*b*) unfair; (*c*) correct; (*d*) surprising.

What Do You Think?

Questions About the Story

1. Did any of the information in this essay surprise you? Did you learn anything new about pirate life?
2. The author compares the pirate community to an experiment in democracy. What facts does he introduce to back up this statement?
3. According to this report, the captain and the quartermaster virtually shared equal authority on the ship. How could this work to the benefit of the crew? How could it work to the detriment of the crew, the voyage, and the ultimate objective? Do you think that the individual crew member got very far with his complaints?
4. The well-ordered pirate ship carried an assortment of "ensigns." This word could have several meanings. What does it mean here? Was this a fair and honorable thing to do? Men put a lot of stock in gentlemen's agreements and honor; however, these rules seem to be flexible. When do they apply?
5. What was the sequence of events that took place from the moment a merchant ship was spotted by the pirates until they captured her?

Questions to Think About

6. The pirates that roamed the Caribbean waters have been treated glamorously for many generations of readers. Actually, how much romance was there in the acts of warfare, bloodshed, holding for ransom, and taking of the property of others by force? What other groups have also been romanticized by stories to a point where the "reality" of their lives is largely lost?
7. Can you think of any modern counterparts of piracy at sea? Do the old stagecoach robberies seem to bear any similarity? What incident in recent years in England would have made any pirate proud?
8. Pirate treasure is the ever-hoped-for lure for thousands of adventurous or gullible investigators. With modern diving and underwater equipment, how is it possible to investigate the known sites of sinkings or battles at sea?
9. If someone came to you for assistance (money, your physical presence, or aid) to search for pirate loot on the southeast Atlantic coast or some island in the area, would you treat it as a joke? Is it still possible that records might be discovered that would clearly identify hidden jewels, old gold, and other valuable objects?
10. What is it about hidden treasure that draws so many men to years and years of suffering and hardship? Is it the objective of possibly becoming rich or is it something more? How many of these men do you think become rich?

HAVE YOU SEEN THESE?

Conrad, Joseph.	*Lord Jim*
Forester, C. S.	*Captain Hornblower*
Melville, Herman.	*Billy Budd*

ESSAY 19

The Pinkerton Story



The Pinkertons were often reviled and hated for their treatment of working men. This story of one of their employees shows how generous they could be to a trusted veteran of the Patrol Force.

A CIVIL WAR VETERAN from the 23rd Illinois Infantry, the famous Mulligan Guards, joined their staff in Chicago in 1865. In 1901, he was seventy years old and Captain of their Chicago Patrol Force. On January 2, that year, W. A. Pinkerton felt the veteran should be retired from active charge of the Patrol Force, but that it must be done in a way not to hurt his feelings or make him feel he had come to the end of his usefulness.

In a nefarious plot, the Pinkerton brothers and George D. Bangs decided to make him "Inspector," a new post where, relieved of night duty, his main job would be to read reports from the different Patrol Forces and draw to W. A. Pinkerton's attention anything he should see. Well, you will say, there's nothing much to that, even if it did lighten up on a proud, old fellow who didn't want to be a has-been. True, except that with the promotion went a commensurate raise in pay.

On July 30, 1904, the Inspector left a letter on W. A. Pinkerton's desk asking for a loan of $1,000 to help him build a new home—at the age of seventy-three! Unfortunately, Pinkerton was away from the office until the nineteenth of September, when he found the letter, and wrote to George D. Bangs in New York, "This request is a reasonable one and, without bothering Mr. R. A. Pinkerton, I shall make the loan, or you might mention the matter casually to him and get his approval. I know he will approve, but I shall make the loan anyhow."

On receipt of this [explanatory letter from Bangs] in New York, Allan Pinkerton II immediately wrote his uncle that they all approved and then, with a consideration unlike any lender the authors know of, pointed out that if the Inspector "had followed the proper course . . . the matter would not have been delayed from July 30th to September 19th."

It is rather a charming picture, the veteran of the Civil War, and forty years of Pinkerton wars, tiptoeing to the principal's desk after hours to leave a request for a loan, which all he had to do was ask for.

On September 30 of the next year, the Inspector paid back the loan and those famous "enemies of workingmen," the three Pinkertons, all fired off letters to each other about what a nice letter the Inspector had written them with his payment.

Eight years later, the Inspector, now 81, still unwilling to retire, "had an attack of weakness through the extreme heat" and everybody was

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much concerned. Telegraphed inquiries and replies about his condition shot out.

On November 9, 1920, he reached 90, and finally three years later, W. A. Pinkerton decided that it was best for him "to have a talk with the Inspector." But as the old man was quite deaf, he wrote him on October 19, 1923.

> I took the matter up with Prin. Allan Pinkerton II and we have decided it was best for me to have a talk with you, particularly as I am leaving Chicago shortly to be absent for some time, and to tell you not to try to come down town or to worry yourself about business, but to ask you to remain around home with your wife and family and take good care of your health. You have been too old and faithful an employee for any of us to have anything but admiration and affection for you and it would hurt us grievously if anything occurred to you, so in all kindness I ask you to remain around home with your wife and family and not attempt to come down town or worry yourself about business in any way.
>
> You know, dear inspector, that so far as your position is concerned, that will remain as long as any of the Pinkertons are alive, but what we do want is to try and prolong your life and make your latter days as easy as possible, so please, as I have stated, don't worry or fret about business and don't attempt to come to the office, at least until I return.
>
> I trust you will take what I say to you in the spirit in which it was intended. Mr. Allan Pinkerton and I are too fond of you to take any chance on an accident occurring which might deprive us of you. You merely need to come down to draw your salary and visit some of the people in the office. If you do not feel like coming down, your salary will be sent to you.

On May 17, 1924, the Inspector died. The Chicago office wired Allan Pinkerton II, closing the wire with the words, "Will you please advise your mother (widow of R. A. Pinkerton)."

Allan Pinkerton's condolences to the Inspector's family were in his and his mother's name. However, that was not all. The Inspector left a widow, then 84, and on the day of his funeral, the Chicago Division Manager sent Allan Pinkerton II a report of it and the widow's financial status. The Inspector left $33,000, half cash, half prime first mortgages. Both sons had good medical practices and said they felt "their mother would have sufficient to provide for her needs and care." The report was made because Allan Pinkerton II had already instructed his Chicago office to make a recommendation as to what they should do for the widow. The Division Manager suggested $50 a month.

Receiving the letter on May 22 (the funeral had been on the twentieth), Allan Pinkerton wrote that he would "have to hold this a short period of time." When he said short, he meant it. Two days later, he upped the recommendation $10 and instructed Chicago to send to the widow $30 in cash twice a month. The lady died a month later in what might have been "the short period of time" many executives would have used to persuade themselves they had done enough for an old employee.

You may regard this last detail as you wish. The Inspector's son wrote the Pinkertons that in his parents' room there was a shrine and that in it was a newspaper picture of William A. Pinkerton.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *A revealing fact about the Inspector's home is that he*
(a) had an interesting collection of criminal's tools; (b) never completed one wing of the house; (c) set aside one room for his own purposes exclusively; (d) had a framed picture of W. A. Pinkerton in one room.

..... 2. *The Inspector's two sons*
(a) were in business; (b) were both medical doctors; (c) were both lawyers; (d) had died.

..... 3. *The three Pinkertons were widely known as*
(a) the first of a famous line of detective agencies; (b) enemies of the workingman; (c) a national collection agency; (d) labor agitators.

..... 4. *The Inspector was on the payroll of the Pinkertons in one capacity or another for more than*
(*a*) 30 years; (*b*) 40 years; (*c*) 50 years; (*d*) 60 years.

..... 5. *The Inspector's widow was given a generous pension which she enjoyed for*
(*a*) two months; (*b*) a long time; (*c*) one month; (*d*) two years.

..... 6. *The chief feature of the new post created by the Pinkertons for their faithful employee was that it was*
(*a*) designed to let him serve only in name; (*b*) a job without duties; (*c*) to relieve him of night duties and strenuous daytime activities; (*d*) a position at reduced pay.

..... 7. *The Pinkertons granted the Inspector's request but suggested that*
(*a*) it could have been accomplished much more simply and easily; (*b*) he should not be engaging in this sort of activity; (*c*) the Inspector should have made a written request; (*d*) the matter was really not important enough to bother them.

..... 8. *The Inspector rose in the Chicago Patrol Force of the Pinkerton brothers to the position of*
(*a*) Lieutenant; (*b*) Commander; (*c*) Captain; (*d*) Sergeant.

..... 9. *The author's attitude toward this story about the Pinkertons is*
(*a*) ironic; (*b*) bitter over their treatment of people; (*c*) matter of fact about the Inspector; (*d*) genuinely concerned over their humaneness.

.....10. *From reading this account of the Pinkerton's treatment of their Inspector one can assume*
(*a*) they regularly took splendid care of their old employees; (*b*) the Inspector went out of his way to curry favor; (*c*) they had little knowledge of their employees' private lives; (*d*) that, regardless of their reputation, the Pinkertons were not inhumane.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *Condolences* arrived at the mayor's office at a rapid rate when news of the disaster spread.
(*a*) baskets of food; (*b*) messages of sympathy; (*c*) bundles of clothing; (*d*) insulting letters.

..... 2. The *status* of the park was the subject of argument in the city council meeting.
(*a*) naked sculpture; (*b*) condition; (*c*) water fountains; (*d*) laws.

..... 3. In the distance we could see a *shrine.*
(*a*) rainbow; (*b*) place of worship; (*c*) small saloon; (*d*) waterspout.

..... 4. How many *mortgages* are on the house?
(*a*) debts; (*b*) gables; (*c*) credits; (*d*) walls.

..... 5. The townspeople had deep *affection* for the old settler.
(*a*) hatred; (*b*) half-truths; (*c*) lies; (*d*) love.

..... 6. Before long the cattle began to *fret.*
(*a*) stampede; (*b*) bellow; (*c*) grow restless; (*d*) look for a place to lie down for the night.

..... 7. If you have any roses left over, I'd like to have them; but please don't *deprive* yourself.
(*a*) force; (*b*) condemn; (*c*) take away from; (*d*) feel sorry for.

..... 8. The young ladies dressed *casually* for the summer party.
(*a*) in costumes; (*b*) in the height of fashion; (*c*) in ragged clothes; (*d*) informally.

..... 9. "I am *grievously* wounded," said the knight.
(*a*) in the heart; (*b*) to the point of death; (*c*) seriously; (*d*) not requiring medical attention.

.....10. The ex-convicts engaged in *nefarious* action.
(*a*) pessimistic; (*b*) wholesome; (*c*) laughable; (*d*) wicked.

What Do You Think?

Questions About the Story

1. What is the meaning of the phrase in paragraph 2, "old fellow who didn't want to be a has-been"?
2. When the inspector was ninety-three, W. A. Pinkerton felt it best to have a talk with the old man, but because of the old man's deafness he decided to write a letter. Do you think this is the only reason he decided to write a letter instead of speaking to the old man personally?
3. What incidents in the story indicate that the inspector did not expect favors or other special privileges from his employers?
4. Do you think the only reason the Pinkertons wanted the inspector to stay home was to preserve his health?
5. Would you say that the inspector was a thrifty man? After all, he had to borrow $1,000.

Questions to Think About

6. Most stories of corporations and big business are rather cold-hearted and machinelike. How does the Pinkerton operation differ?
7. Compulsory retirement at a specific age like 65, 68, or even 70 is a policy of most large businesses today. Why is this so? Do you think it is right? What do you think is the ideal retirement age?
8. Do you think that people in rural areas tend to live longer than people in cities? What are some of the things that help a person to live a longer life?
9. A gold watch has become the most typical retirement gift. In what way could this gift actually be a tragic symbol?
10. Why does old age seem to be so much more of a problem today than it was a century ago? How have family attitudes toward their aged relatives changed over the years? Why?

HAVE YOU SEEN THESE?

Barzun, Jacques.	*The Delights of Detection*
Queen, Ellery.	*Great Detective Stories*
White, William.	*Four and Twenty Bloodhounds*

ESSAY 20

The Passenger Pigeon



The days of the hordes of "wild" pigeons are gone. Now they have entirely disappeared—the reason for their departure is told here.

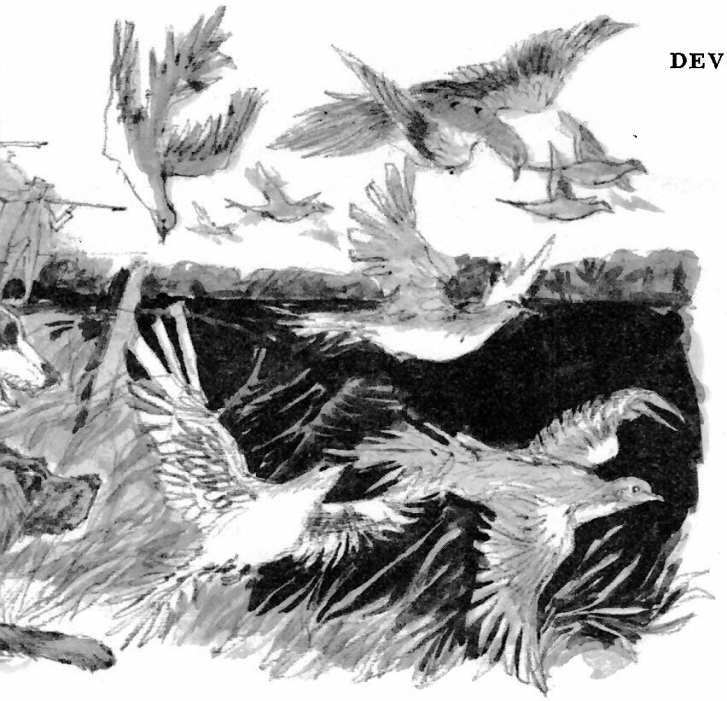
ONCE UPON A TIME, before white men took over America, the graceful "wild pigeon" was believed to be the most abundant bird in the world, blanketing the northern half of the states east of the Great Plains in spring and summer and the lower half in winter. Nearly eighteen inches long, handsome in pastel shades of blue, gray, rose, and brown, it swept across the sky in immense flocks that sometimes contained billions of birds, literally blotting out the sun for hours during their passage. When they gathered to roost for the night the multitudes broke great limbs from forest trees with the sheer weight of their numbers, and the sound of their wings and the tumult of their settling could be heard for miles. Each pair built three or four flimsy twig nests a year, containing one or two eggs apiece, and some of their forest breeding colonies were known to have been as much as forty miles long and seven wide, with countless trees carrying fifty or more nests. As the grown birds fed along the ground (their diet included beechnuts, chestnuts, insects, wild berries, seeds and grain) they looked like a constantly breaking soft blue wave, rolling steadily forward as those in the rear fled low over their companions and settled in front of them.

Yes, it well could have been the world's most abundant bird. Yet today it is the opinion of competent authorities that not one passenger pigeon remains alive.

Many theories have been advanced for the "sudden" disappearance of these incredible hordes of strong, swift-flying birds: cutting down of their forest homes, mysterious pestilence, catastrophic loss by storm as they flew across the Gulf of Mexico, and so on. None of these explanations, however, stands up under careful scrutiny as a major factor. The real reason was our own monstrous wastage of the abundance of our land, a story of human indifference and greed so insatiable that today it seems hardly credible.

We began our mass killing of passenger pigeons in New England within fifty years after the Pilgrims landed at Plymouth Rock, and continued it for more than two centuries. Year after year their dense nesting and roosting colonies were subjected to organized raids that employed every imaginable method of killing—guns, fire, clubs, long poles, suffocating clouds of sulphur smoke, even heavy swivel guns loaded with handfuls of shot. In open country the feeding grounds were baited and huge nets were spread so that they could be dropped over the hungry birds and catch as many as three

"The Passenger Pigeon" from OUR AMAZING BIRDS by Robert E. Lemmon, copyright 1951, 1952 by The Literary Guild of America, Inc. Reprinted by permission of Doubleday & Company, Inc.



hundred at a time. Regular companies were formed to market the dead birds; whole schoonerloads used to come down the Hudson River to be sold in New York City at twelve to fifty cents a dozen, depending on the season.

In the year 1848 eighty tons of pigeon carcasses were shipped from a single county in New York State. At one Michigan nesting site one hundred barrels, each containing forty dozen pigeon bodies, were shipped every day for an entire month.

Gradually the pigeon multitudes were driven westward, harried constantly wherever they went. Many crossed the border into Canada, with the market hunters hard on their trail. By 1890 the flocks had been so decimated that market hunting practically ceased; there appears to be no authentic record of even a single bird having been taken in the wild since 1898. And on September 1, 1914, the very last passenger pigeon, so far as we know, died in the Cincinnati Zoological Garden at the age of at least eleven years. It was the lone survivor of a small flock bred and raised in captivity from a single pair owned and cared for by Professor C. O. Whitman of Chicago.

TIME_____

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** *The last passenger pigeon died*
(*a*) in a zoo; (*b*) in the home of Professor C. O. Whitman; (*c*) before 1898; (*d*) in Chicago.

_____ **2.** *Methods of killing used were by*
(*a*) sulphur smoke; (*b*) clubs and poles; (*c*) guns; (*d*) organized raids with all of the above.

_____ **3.** *Marketing companies were formed to*
(*a*) organize trading posts for the hunters; (*b*) sell the birds by shipload; (*c*) pluck the birds and sell them in food stores; (*d*) ship barrels to the hunting areas.

_____ **4.** *Mass killing of the birds began*
(*a*) when the Indians were driven from New England; (*b*) soon after the white man came; (*c*) about the time of the Mexican war; (*d*) when the Mississippi and Ohio valleys were first settled.

_____ **5.** *In open country*
(*a*) men gathered together with hundreds of guns; (*b*) the grasses were set afire; (*c*) bait was spread and nets dropped over the birds; (*d*) poison was used to catch the birds.

_____ **6.** *The length of the passenger pigeon was nearly*
(*a*) 18 inches; (*b*) 12-15 inches; (*c*) 12 inches; (*d*) 10-12 inches.

_____ **7.** *The birds settled at night*
(*a*) along river banks; (*b*) in low-lying shrubs; (*c*) in the forest trees; (*d*) in scattered trees.

_____ **8.** *The flocks of birds that swept across the sky sometimes contained*
(*a*) millions of birds; (*b*) thousands of birds; (*c*) tens of thousands of birds; (*d*) billions of birds.

..... 9. *The author's tone in this account is*
(*a*) matter-of-fact; (*b*) pessimistic; (*c*) sad; (*d*) optimistic.

.....10. *The author's main idea in this story is to portray the*
(*a*) gross waste of America's wildlife; (*b*) joys of hunting; (*c*) abundance of game birds; (*d*) need for study of bird life.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *Multitudes* of people flocked to see the space ship.
(*a*) small groups; (*b*) noisy crowds; (*c*) great numbers; (*d*) all kinds.

..... 2. After the *tumult* of the battle, quiet descended upon the countryside.
(*a*) horror; (*b*) victory celebration; (*c*) bloodshed; (*d*) uproar, confusion.

..... 3. Teen-age boys have a seemingly *insatiable* desire for food.
(*a*) unusual; (*b*) not to be satisfied; (*c*) extraordinary; (*d*) very great.

..... 4. The careful *scrutiny* of the foreman made the worker nervous.
(*a*) time checking; (*b*) questioning; (*c*) demands; (*d*) observation.

..... 5. That the ship may have been sabotaged is Captain Warren's *theory*.
(*a*) interpretation; (*b*) statement of something that is true; (*c*) report; (*d*) opinion that is possibly but not positively true.

..... 6. *Catastrophic* tornadoes caused great damage.
(*a*) unexpected; (*b*) frightening; (*c*) disastrous; (*d*) fierce.

..... 7. The hungry people in the village eagerly awaited the *schooners* loaded with food.
(*a*) two-masted ships; (*b*) river steamboats; (*c*) tramp steamers; (*d*) freighters.

..... 8. The *harried* animals scampered to their cages when the mischievous children reappeared.
(*a*) tormented; (*b*) unlucky, unfortunate; (*c*) nervous; (*d*) sick.

..... 9. The bombardment *decimated* the ranks of the approaching army.
(*a*) reduced by half; (*b*) destroyed completely; (*c*) destroyed a large part of; (*d*) killed only a small number of.

.....10. The girl is an extremely *competent* typist.
(*a*) fast; (*b*) capable; (*c*) valuable; (*d*) conscientious.

What Do You Think?

Questions About the Story

1. Judging from the author's description of the passenger pigeon, how did it differ in appearance from the common pigeon we have in such large numbers today?
2. What section of the United States seemed to be the favorite habitat of the passenger pigeon?
3. Do you think that the author is strictly objective in his reporting of the extinction of the passenger pigeon? Cite examples from the selection to back up your opinion.
4. What facts does the author introduce to substantiate his opinion that the disappearance of the passenger pigeon is due to man's wastage, indifference, and greed?
5. What can we infer from this essay accounting for the massive market for passenger pigeons?

Questions to Think About

6. This essay is but a brief footnote on the subject of conservation. In what ways are the pollution of American rivers and streams, the destruction of certain of our forests, and the widespread use of some pesticides related to the "balance of nature"? What is being done or can be done to halt or slow down some of these destructive happenings?
7. Should all hunting, fishing, trawling, and trapping be made illegal? Why? Why not?
8. National Park authorities sometimes decide to kill off certain numbers of animals—buffalo, for example. Why is this necessary? Do you approve?
9. Why are we perhaps more conscious of conservation today than our ancestors were in the last century? Are we more humanitarian today? Did our ancestors' dependence upon wild game for food tend to make them ignore future consequences? Could they really anticipate the vast changes in our landscape and the tremendous increase in population? What do you think are the reasons for our increasing concern?
10. Though we like to pretend it is not so, "making money" oftentimes clouds the vision of otherwise honorable men. How have trappers, hunters, fishermen, and lumbermen in the past been deliberately negligent of the future effects of their greed? What specific evidence do we have?

HAVE YOU SEEN THESE?

Carson, Rachel.	*Silent Spring*
Kolm, Percival.	*The Passenger Pigeon*
Levi, Wendell.	*Pigeon Breeds*

ESSAY 21

Man Comes to the New World



Man's origins on the American continent continue to puzzle and fascinate the archaeologists. Here is evidence of early habitation by the Japanese!

About 3,000 years before the birth of Christ a crew of fishermen got badly lost off the southern coast of Japan. Few people, before or since, have ever gone more thoroughly astray than these ancient Japanese. It seems that they sailed or drifted 8,000 nautical miles across the unexplored Pacific and discovered America.

They did not come to the New World on purpose, but were simply trying to reach land—any land. Probably they were blown away from Japan by a typhoon and then were carried north and east by powerful ocean currents. They must have lived on the fish they could catch, drunk what water they could collect from rain. They could watch the stars at night and must have realized they were being carried farther and farther east toward the rising sun and into the unknown.

If they followed the most likely course as they were swept helplessly eastward, they drifted in a great arc north of the then uninhabited Hawaiian Islands, southward past the coast of California and Mexico, coming to shore at last in what is now Ecuador, where the shoulder of South America juts out farthest west into the Pacific.

The castaways left no written record nor clue to their names, or the number who survived the great voyage. When they landed in South America they found people already there. These natives were fishermen too. They seemed to have welcomed the castaways and—in return—the newcomers from the far Orient taught these early Americans how to make pottery.

This is the clue by which modern archaeologists have discovered the existence of these ancient voyagers to the New World. It took some remarkable scientific detective work to recognize the bits and pieces of ancient pottery and link them with a prehistoric people an ocean away.

The detective work started in a buried heap of shells that had long ago been the kitchen heap of ancient Americans who lived on a mango-fringed inlet facing the ocean. Among the shells were crude stone tools and many fragments of pottery. The strange thing was that while the stone tools were crude, the pottery was not. Its designs were clever and imaginative, as though the people who made it were carrying on an ancient and well-developed tradition of the potters' art. Yet archaeologists have never found pottery older than this in the Western Hemisphere. The few other specimens that do match it for age are all simple and crude.

How did these ancient South Americans suddenly become such master potters? At first no one could guess, but then one of the archaeologists remembered some pictures he had seen of ancient

"Man Comes to the New World" by Harold Schmeck from BOYS' LIFE, August 1966. Reprinted by permission of the author and BOYS' LIFE, published by the Boy Scouts of America.

pottery from the southern islands of Japan.

He thought there were similarities. While this seemed incredible, it was worth checking. Much study, climaxed by a trip to Japan, proved the point. The pottery found in Ecuador matched, design for design and technique for technique, the pottery made in the southern islands of Japan around 3,000 B.C. The archaeologists then studied the ocean currents and storm patterns. They saw these did bear out the remarkable theory that Japanese crossed the Pacific Ocean 4,500 years before Columbus and taught their style of pottery making to ancient inhabitants of the Pacific coast of South America.

This strange saga of accidental discovery forms one more new-found chapter in the history of the New World and it demonstrates what scientists are coming more and more to believe—that America was discovered many times by many different people.

To us, Columbus was the most famous and most important of these discoverers because he and the men who followed him brought European civilization to the New World. Nevertheless, it seems certain that the Vikings reached our shores several centuries before Columbus. And now it seems that a few unknown fishermen from Japan reached South America literally thousands of years before the first Vikings were born. Yet all these discoverers came to a land that already had people. Someone had discovered and settled the Western Hemisphere far earlier.

The full story of these very first Americans is not yet known. Perhaps it never will be. The first of them came during the great Ice Age. They walked to America from Asia, following herds of mammoths and mastodons and musk ox. They didn't know they were discovering a new world, only that they were following the big game on which their lives depended.

More than a quarter of all the world's surface was then covered with ice and snow. The great icecaps and glaciers held so much of the world's water in the form of ice that sea level was at least 200 feet lower than it is today. What is now the Bering Strait between Alaska and Asia was dry land. Across this the first Americans walked, probably 20,000 years ago or even earlier.

It has been called the land bridge to the New World, but to the ancient hunters it was not a bridge. To them it must have been a cold and rugged plain lashed by snowstorms, sometimes shrouded in fogs. The white glitter of glaciers may have been visible on mountains in the distance.

Great herds of animals crisscrossed this plain in their search for food. Behind them came man the hunter. The stone points of his ancient spears have been found in the earth at Fairbanks, Alaska, and at other sites. The points are mingled with the fossil bones of extinct elephant, bison, camel, horse and a jaguar that has been called the Alaskan lion.

There were certainly many waves of migration, and some went back the way they had come. Gradually those who stayed in the New World spread out to the east and the south, always following the game—while the game followed the changing climate.

Bones of a mastodon have been found in Missouri near the stones with which men killed it. Bones of dwarf elephants have been discovered on Santa Rosa Island off the California coast. The bones have been charred—possibly in campfires built by man.

Only a few miles south of the huge U.S. Space Center at Cape Kennedy, Fla., scientists found an ancient human skull; it was smashed flat as a pancake thousands of years ago by a mastodon. Traces of man and the animals he hunted have been found in Central and South Africa too.

Gradually, during the centuries and the millennia, men spread out across the entire New World. Probably, by the time the waters rose again to fill the Bering Strait for the last time, men already lived and hunted and fished near Cape Horn—10,000 miles to the south.

The early discoverers who crossed the Bering Strait used spear throwers and bows and arrows. They brought one domestic animal—the dog. Farming, metal-working, weaving and all the other things of civilization they had to invent for themselves.

Generation after generation they developed their own cultures, their own skills and ways of life. They peopled the entire New World. And these descendants of the original discoverers were here to greet each new shipload of later "discoverers" as these men came ashore after their long voyages from the Old World.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** *The Japanese who came to America 3,000 years ago did so*
(*a*) unintentionally; (*b*) because they were lost; (*c*) trying to reach land; (*d*) all of the above.

_____ **2.** *What did they probably learn from the stars?*
(*a*) that they were going east; (*b*) nothing; (*c*) that they were going south; (*d*) that they were going in circles.

_____ **3.** *They most likely landed on what is now*
(*a*) Peru; (*b*) California; (*c*) Ecuador; (*d*) the Hawaiian Islands.

_____ **4.** *How were they greeted when they made the landfall?*
(*a*) a few were probably killed; (*b*) most were probably killed; (*c*) none were probably killed; (*d*) they were welcomed as gods.

_____ **5.** *The chief evidence that the Japanese made this voyage is their*
(*a*) skeletons; (*b*) pottery; (*c*) architecture; (*d*) all of the above.

_____ **6.** *America seems to have been "discovered"*
(*a*) at least four times; (*b*) twice; (*c*) three times; (*d*) once, by Columbus.

_____ **7.** *Why did men first come from Asia?*
(*a*) for adventure; (*b*) to escape war; (*c*) to follow game; (*d*) they were lost.

_____ **8.** *Which fossil bones found in Alaska seem to us most unusual in that locality?*
(*a*) horse; (*b*) jaguar; (*c*) bison; (*d*) camel.

_____ **9.** *From this article, one can conclude most logically that the first "man" came from*
(*a*) Asia; (*b*) Australia; (*c*) South America; (*d*) Africa.

_____ **10.** *The best main idea of this article is*
(*a*) we know very little about ancient man; (*b*) ancient man always followed the animals that were his food; (*c*) the New World was discovered by men looking for it; (*d*) the New World was "discovered" a number of times; some by accident and some by design.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** In seeking perfection, man has often gone *astray.*
(*a*) off the right path; (*b*) off the wrong path; (*c*) in all directions; (*d*) in a straight line.

_____ **2.** I believe we are heading toward a *typhoon.*
(*a*) a heavy snowstorm; (*b*) a tent city in Arabia; (*c*) a tropical paradise; (*d*) none of the above.

_____ **3.** The student could not see the significance of the *arc.*
(*a*) ship full of animals; (*b*) kerosene light; (*c*) portion of a circle; (*d*) lights in the sky.

_____ **4.** In the hold of the ship we found two *castaways.*
(*a*) barrels of rum; (*b*) shipwrecked sailors; (*c*) kegs of jewels; (*d*) pieces of rotted timber.

_____ **5.** How do you like this *mango?*
(*a*) tropical fruit; (*b*) new dance; (*c*) loose dress; (*d*) bitter-tasting berry.

_____ **6.** Our teacher considered the whole thing absolutely *incredible.*
(*a*) unparalleled; (*b*) true; (*c*) hard to believe; (*d*) frightening.

_____ **7.** Would you like to go out and try to buy a *mastodon?*
(*a*) powerful new car; (*b*) extinct mammal; (*c*) large dog; (*d*) riding horse.

_____ **8.** We discovered a *fossil* in the ravine.
(*a*) a plunging stream; (*b*) a set of old bones; (*c*) the body of a young boy; (*d*) a green mossy bank.

_____ **9.** The *Vikings* were men of iron courage.
(*a*) Greeks; (*b*) Japanese; (*c*) English; (*d*) Scandinavians.

_____ **10.** We were asked to find *similarities* in the two projects.
(*a*) loopholes; (*b*) inconsistencies; (*c*) unlike qualities; (*d*) resemblances.

What Do You Think?

Questions About the Story

1. One of the sentences in the first paragraph states that "Few people, before or since, have ever gone more thoroughly astray than these ancient Japanese." Why would this statement be called rather a humorous *understatement*?
2. How did a study of the ocean currents and storm patterns help the archaeologists determine that the Japanese crossed the Pacific Ocean 4,500 years before Columbus crossed the Atlantic? Wouldn't the ocean currents be different today than they were centuries ago?
3. What reason does the author give for believing that the landing of Columbus was far more important than earlier discoveries of the Vikings and the Japanese?
4. No matter how much evidence is found of the early discoverers of the Americas, what large unanswered question still remains?
5. What characteristics did ancient man have which made it possible for him to discover new lands? How were his living habits more conducive to traveling and settling new areas?

Questions to Think About

6. We often hear accounts of people who make incredible journeys in the open sea—in *Mutiny on the Bounty* and *Kon-Tiki*, for instance. Why do such voyages fascinate us? Would you like to take such a voyage? What advantages do modern sailors have over ancient ones like the Japanese 3,000 years ago?
7. The sea has always been considered more lonely and dangerous than land. Why? Why are there so many more famous "sea stories" than "land stories"? Which kind of story do you prefer?
8. Archaeologists are often compared to detectives. Can you explain this? Why don't all archaeologists agree when faced with the same evidence? Does this make them unreliable?
9. There is very little undiscovered land on our earth today. Except for a few remote areas, man has explored almost all of it. What two vast areas of exploration are still open to the curious and adventurous?
10. There is very strong feeling by some people that it is ridiculous for us to spend vast amounts of money on the exploration of space when there are so many more important areas of exploration and research still remaining here on earth. How do you feel about this? The moon appears to be quite useless to us at the moment in terms of giving us any food or industrial materials. Why should we bother with it?

HAVE YOU SEEN THESE?

Guilett, S. C.	*Pathfinders of North America*
Heyerdahl, T.	*Kon-Tiki*
Wright, Helen.	*The Great Explorers*



ESSAY 22

A Better Tomorrow

Young love is often painful, especially when prejudice is involved. The author of this story tells us how, in some ways, we grow stronger from the experience.

"HONEY," she read, saying each word aloud softly to herself, "please forgive me for getting this to you so late. The truth is, I have a nasty headache and cold. I kept hoping I'd feel better, but no go. Give me a rain check, please. See you soon. Love Jim."

Felicidad stood at the window a long time. She had seen Jim only that morning on his way to school, and he hadn't shown any signs of a cold. While she was staring out of the window, a taxi drew up and let out two girls and a boy, young friends of Jim's who ran up the steps to his house, laughing gaily. Felicidad stood dry-eyed, still staring out of the window. Across the street there were houses, just like hers, most of them with some kind of curtain at the window in a feeble attempt at privacy. But the harsh lights inside glared through. She saw Puerto Rican women in their kitchens cleaning up; she saw weary men, their elbows resting on the table, reading the newspaper with a bare bulb for light. She saw children playing while others tried to do their homework—lots of children everywhere. From somewhere in her own house a radio blared forth with Latin-American music. She thought of home and of Fernando.

What was it all about, this world within a world? She wished she could hate Jim, but it was only the cold face of his mother that filled her with a fierce bitterness. She knew she was behind this. How could people live this way, side by side on the same block, in the same city, Americans both, and yet not be allowed to reach out to each other with any real friendship?

Felicidad could not name any of the conflicting emotions racing through her being—hate, resentment, shame, hurt, wonder, indignation. All she knew was that the world was a bleak, dark place.

After a while she went back upstairs. She was silent when she came in the door. Her mother looked up quickly, her eyes startled. "Oh, Baby!" She came across the room quickly and folded Felicidad into her arms. "Oh, Baby, don't care about him. He's no good!"

Her mother's quick sympathy was too much for Felicidad, and she let the sobs burning her throat escape. She buried her head against her mother's breast, as she hadn't done for many years, and cried until she was exhausted.

Mrs. Marquez stroked her hair gently, but the

From THE GIRL FROM PUERTO RICO by Hila Colman, © 1961 by Hila Colman. Reprinted by permission of William Morrow and Co., Inc.



voice in which she denounced Jim, his mother, father, brother and his whole family was harsh and angry. "People like that aren't fit to live in America," she ended up emphatically. "They don't belong here. They are no good."

Felicidad lifted her tear-stained face. "It's not just them—it's everyone," she said moodily. "It's you too, Mama—the way you feel about Danny." Felicidad suddenly sat up straighter. "Mama, why won't you go tell the police about Danny?" She looked at her pleadingly.

Suddenly she felt a tremendous urgency about Danny. Wild thoughts raced through her mind. The police could harm him unjustly! The thought of such a thing at this moment was more than she could bear. Somewhere, in a place that she could see, there must be absolute right and wrong; there must be honesty and justice somewhere; there must be no prejudice against anyone because of nationality or color.

She felt as if the Blessed Virgin were close beside her, as if she perhaps were guiding her words. She drew herself up. "Mama, you must go and tell them about Danny. Tell them he was here, playing in the hall all that afternoon [when the street gangs were fighting]. I'll go with you right now."

She felt somehow she must redeem the human race, that she, her mother, and all those who were close and whom she loved had to be clean and pure. She did not want the tiniest part of her mother to resemble the cold hatred of the woman next door. It was up to them to make up for her nastiness and for what her son Jim had done to Felicidad tonight.

Her mother must have sensed the depth of her daughter's emotion. She continued to stroke her hair. "If you'll come with me, I'll go," she murmured.

The police officer listened attentively to Felicidad's faltering English. She said she didn't know what they wanted of Danny but that her mother knew he'd been playing inside the house all that terrible afternoon. The policeman nodded his head and thanked them very much for coming to tell him. The whole visit took about ten minutes. But when they left the station house, Felicidad linked her arm through her mother's, and she felt a great warmth for her.

She was aware also of another feeling, a renewal of the feeling she'd had earlier that week when she'd done her shopping on Fourteenth Street, a sense of kinship with the city, a feeling of involvement, of being part of the exciting and mysterious life throbbing around her. Perhaps it was the courage it had taken to march into the austere police station to tell her mother's story. Perhaps it was the warmth and friendliness in the face of the young police officer. Or perhaps it was her first true participation in the life of New York, where, as her friend Mrs. Benton had said, eight million people of every color, race, and religion *did* live together in spite of their differences and their misunderstandings.

They walked back home arm in arm, and Felicidad felt there was a new lift to her mother's head too, and a relief in her eyes. Perhaps her mother also felt that the city was causing something new to flow through her veins, filling her mind with new thoughts that needed digesting.

"I'm glad we went," her mother said, squeezing Felicidad's arm affectionately. "I am not too old to learn some new ways," she added with a shy smile.

"I guess we all have something to learn up here," Felicidad said out of her newly born wisdom.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** *Felicidad had to accept the truth of why Jim really broke his date with her, which was because*
(*a*) he had a very bad cold; (*b*) his mother objected; (*c*) he did not really like Felicidad; (*d*) he wanted to date some other girl.

_____ **2.** *Mrs. Marquez*
(*a*) scolded Felicidad; (*b*) began to cry; (*c*) was sympathetic; (*d*) refused to talk about the incident.

_____ **3.** *At first Mrs. Marquez resembled Jim's mother in that*
(*a*) she was prejudiced against Danny; (*b*) she wanted to be rich; (*c*) she refused to listen; (*d*) she was poorly educated.

_____ **4.** *Felicidad knew Jim*
(*a*) was lying; (*b*) was ill; (*c*) could not be influenced by anyone; (d) would see her again.

_____ **5.** *Felicidad was afraid that Danny*
(*a*) would be killed; (*b*) was wounded; (*c*) was ill; (*d*) would be punished.

_____ **6.** *Felicidad felt that she and her mother had to*
(*a*) in some way make up for the coldness and hatred of Jim's mother; (*b*) hurt Jim; (*c*) reveal the dishonesty of the police; (*d*) seek help and protection for themselves.

_____ **7.** *After the visit to the station house Felicidad felt happy because*
(*a*) she knew her mother was honest; (*b*) she had made a new friend; (*c*) she felt part of the life of the city; (*d*) they could go home safely.

_____ **8.** *Felicidad realized that millions of people of different races and religions*
(*a*) could live together; (*b*) would always be unhappy together; (*c*) should live alone; (*d*) would need better laws.

_____ **9.** *Mrs. Marquez went to the police station because*
(*a*) she was patriotic; (*b*) she was afraid not to go; (*c*) Felicidad insisted; (*d*) she liked Danny.

_____ **10.** *In this essay the tone of the writing can best be described as*
(*a*) angry; (*b*) happy; (*c*) thoughtful; (*d*) insincere.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ **1.** The *bleak* day added to the woman's unhappiness.
(*a*) cold, raw; (*b*) stormy; (*c*) sunshiny; (*d*) winter.

_____ **2.** The witness *denounced* the prisoner.
(*a*) identified; (*b*) recognized; (*c*) accused; (*d*) aided.

_____ **3.** The girl stared *moodily* out the window.
(*a*) helplessly; (*b*) calmly; (c) gloomily; (*d*) nervously.

_____ **4.** The natives felt sacrifice of animals would *redeem* wrongdoers.
(*a*) help discover; (*b*) pay penalty for, rescue; (*c*) repay; (*d*) satisfy the gods.

_____ **5.** With *faltering* step, the pupil approached the principal of the school.
(*a*) quick; (*b*) heavy; (*c*) light; (*d*) hesitant.

_____ **6.** The young lawyer felt no *kinship* with the old people in the town.
(*a*) liking; (*b*) love; (*c*) relationship; (*d*) dislike.

_____ **7.** The girl's *involvement* in many activities caused her grades to drop.
(*a*) management; (*b*) participation; (*c*) membership; (*d*) enthusiasm.

_____ **8.** The *austere* manner of the doctor frightened the child.
(*a*) silly; (*b*) loud; (*c*) coarse; (d) severe.

_____ **9.** The man believed there was no *urgency* to pay the bill.
(*a*) immediate need; (*b*) reason; (*c*) precedent; (*d*) cause.

_____ **10.** *Pleadingly,* the girl asked her father for permission to drive the car.
(*a*) tearfully; (*b*) hesitantly; (*c*) in an accusing manner; (*d*) with earnest appeal.

What Do You Think?

Questions About the Story

1. What is the meaning of the phrase in paragraph 3, "this world within a world"?
2. Do you think that this story is subtle? Corny? Melodramatic? Sincere? If you were going to write this same story, would you change anything about it?
3. The author introduces Danny very suddenly into the story and really gives us very little information about him. What are some of the things that you must assume from the few clues you have been given?
4. What are some of the typically Puerto Rican characteristics revealed in this story which one must fully understand or know about in order to really understand the story? Do other people have these same traits? Do you think there is such a thing as a racial trait?
5. Felicidad mentions a feeling of kinship with the city. Is there such a thing as kinship with a city, town, or country? What is kinship exactly?

Questions to Think About

6. It has often been said that the United States is a kind of "melting pot" of people of many origins. What does this phrase mean to you? Does everyone "melt"? Is it essential that people from another part of the world should strive to forget and abandon all of their customs, traditions, beliefs of the old country?
7. Occasionally much is made of the fact that in large cities certain areas will be commonly named "Little Bohemia," "Little Poland," "Little Italy," "Chinatown," "Germantown," etc. Is this sort of identification good or bad? Does it mean that all those of a particular racial descent want to or must live in that particular section? How do these small communities within the city come about? How long do they seem to persist?
8. For the first hundred years and more, people were admitted to this country without the slightest restriction. Later on, certain laws limited immigration. Do you know what the "quota system" is for permitting people to settle here? Are there any limitations now on the number, nationality, state of health, or age of immigrants? Do you think there should be?
9. Except for the American Indian, obviously nearly everyone is descended from an immigrant. Do you know what your ancestry is? Does your family retain any of the customs that your forebears had "back home"?
10. Prejudice against the newcomer is a very unfortunate thing. One might say that it is almost an animal trait retained by the human being. A pet dog will not let strange dogs onto "his" property. Many animal groups will not permit an outsider (even a baby) to join them. Do you think prejudice will ever be totally eliminated? Why? Why not?

HAVE YOU SEEN THESE?

Gruber, Ruth.	*Puerto Rico, Island of Promise*
Hancock, Ralph.	*Puerto Rico, A Success Story*
Hanson, E. P.	*Puerto Rico, Land of Wonders*

ESSAY 23

The Rivermouth Theatre



Childhood theatrical ventures often provide interesting memories. This story tells of the beginning — and swift conclusion — of one amusing adventure in play acting.

THERE WAS a good deal of wet weather during those first six weeks at Rivermouth, and we set ourselves at work to find some indoor amusement for our half-holidays. It was all very well for Amadis de Gaul and Don Quixote not to mind the rain; they had iron overcoats, and were not, from all we can learn, subject to croup and the guidance of their grandfathers. Our case was different.

"Now, boys, what shall we do?" I asked, addressing a thoughtful conclave of seven, assembled in our barn one dismal rainy afternoon.

"Let's have a theatre," suggested Binny Wallace.

The very thing! But where? The loft of the stable was ready to burst with hay provided for Gipsy, but the long room over the carriage-house was unoccupied. The place of all places! My managerial eye saw at a glance its capabilities for a theatre. I had been to plays a great many times in New Orleans, and was wise in matters pertaining to the drama. So here, in due time, was set up some extraordinary scenery of my own painting. The curtain, I recollect, although it worked smoothly enough on any other occasion, invariably hitched during the performances; and it required the united energies of the Prince of Denmark, the King, and the Grave-digger, with an occasional hand from "the fair Ophelia" (Pepper Whitcomb in a low-necked dress), to hoist that bit of green cambric.

The theatre, however, was a success, so far as it went. I retired from the business with no fewer than fifteen hundred pins, after deducting the headless, the pointless, and the crooked pins with which our doorkeeper frequently got "stuck." From first to last we took in a great deal of this counterfeit money. The price of admission to the "Rivermouth Theatre" was twenty pins. I played all the principal parts myself—not that I was a finer actor than the other boys, but because I owned the establishment.

At the tenth representation, my dramatic career was brought to a close by an unfortunate circumstance. We were playing the drama of "William Tell, the Hero of Switzerland." Of course I was William Tell, in spite of Fred Langdon, who wanted to act that character himself. I would not let him, so he withdrew from the company, taking the only bow and arrow we had. I made a cross-bow out of a piece of whalebone, and did very well without him. We had reached that exciting scene where Gessler, the Austrian tyrant, commands Tell to shoot the apple from his son's head. Pepper Whitcomb,

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who played all the juvenile and women parts, was my son. To guard against mischance, a piece of pasteboard was fastened by a handkerchief over the upper portion of Whitcomb's face, while the arrow to be used was sewed up in a strip of flannel. I was a capital marksman, and the big apple, only two yards distant, turned its russet cheek fairly towards me.

I can see poor little Pepper now, as he stood without flinching, waiting for me to perform my great feat. I raised the cross-bow amid the breathless silence of the crowded audience—consisting of seven boys and three girls, exclusive of Kitty Collins, who insisted on paying her way in with a clothes-pin. I raised the cross-bow, I repeat. Twang! went the whipcord; but alas! instead of hitting the apple, the arrow flew right into Pepper's mouth, which happened to be open at the time, and destroyed my aim.

I shall never be able to banish that awful moment from my memory. Pepper's roar, expressive of astonishment, indignation, and pain, is still ringing in my ears. I looked upon him as a corpse and, glancing into the dreary future, pictured myself led forth to execution in the presence of the same spectators then assembled.

Luckily poor Pepper was not seriously hurt; but Grandfather Nutter, appearing in the midst of the confusion (attracted by the howls of Young Tell), issued an injunction against all theatricals thereafter, and the place was closed; not, however, without a farewell speech from me, in which I said that this would have been the proudest moment of my life if I had not hit Pepper Whitcomb in the mouth. Whereupon the audience (assisted, I am glad to state, by Pepper) cried "Hear! hear!" I then attributed the accident to Pepper himself, whose mouth, being open at the instant I fired, acted upon the arrow much after the fashion of a whirlpool, and drew in the fatal shaft. I was about to explain how a comparatively small maelstrom could suck in the largest ship, when the curtain fell of its own accord, amid the shouts of the audience.

This was my last appearance on any stage. It was some time, though, before I heard the end of the William Tell business. Malicious little boys who hadn't been allowed to buy tickets to my theatre used to cry out after me in the street,

"'Who killed Cock Robin?'
'I,' said the sparrer,
'With my bow and arrer,
I killed Cock Robin!'"

The sarcasm of this verse was more than I could stand. And it made Pepper Whitcomb pretty mad to be called Cock Robin, I can tell you!

TIME.....

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *The boys sought entertainment one*
(*a*) rainy afternoon; (*b*) morning in July; (*c*) early evening after supper; (*d*) Sunday around noon.

..... 2. *When the arrow was shot, it*
(*a*) fell to the floor; (*b*) hit the boy's shoulder; (*c*) went into the boy's mouth; (*d*) struck the apple.

..... 3. *The price of admission was usually*
(*a*) 10 pins; (*b*) 20 pins; (*c*) 2 clothespins; (*d*) an apple.

..... 4. *The place settled upon for the theatre was the*
(*a*) barn; (*b*) barn loft; (*c*) attic; (*d*) room over the carriage-house.

..... 5. *The arrow was wrapped in a*
(*a*) handkerchief; (*b*) strip of flannel; (*c*) piece of canvas; (*d*) green strip of cambric.

..... 6. *The curtain was made of*
(*a*) canvas; (*b*) old grain sacks; (*c*) green cambric; (*d*) gray cambric.

..... 7. *Not counting Kitty Collins, the audience at the last performance consisted of*
(*a*) 7 boys and 3 girls; (*b*) 7 boys and 4 girls; (*c*) 4 boys and 3 girls; (*d*) 6 boys and girls.

..... 8. *The theatre was very popular until*
(*a*) the second performance; (*b*) the fourth performance; (*c*) the tenth performance; (*d*) it was rained out.

..... 9. *The theatre was permanently closed by the*
(*a*) narrator's parents; (*b*) injured boy's father; (*c*) narrator's grandfather; (*d*) owner of the bow and arrow.

.....10. *The general theme of this story is boys' experiences with*
(*a*) cross-bow practice; (*b*) acting; (*c*) acrobatics; (*d*) theatre building.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. The lodge members enjoy their annual *conclave*.
(*a*) private meeting; (*b*) initiation; (*c*) trip; (*d*) parade.

..... 2. The day was so *dismal* I decided to wear my brightest dress.
(*a*) springlike; (*b*) cheery; (*c*) cold; (*d*) gloomy.

..... 3. By *mischance* we took the left instead of the right fork of the road.
(*a*) ill luck; (*b*) lack of attention; (*c*) poor directions; (*d*) good fortune.

..... 4. The pirates *hoisted* their black flag.
(*a*) waved; (*b*) lowered; (*c*) took down; (*d*) raised.

..... 5. Without *flinching,* the boy allowed the doctor to set his broken arm.
(*a*) saying a word; (*b*) drawing back; (*c*) fainting; (*d*) groaning.

..... 6. The prince was *banished* when he betrayed the king.
(*a*) beheaded; (*b*) killed; (*c*) driven from the country; (*d*) dishonored.

..... 7. The judge issued the *injunction* against opening the swimming pool.
(*a*) warrant; (*b*) refusal for a license; (*c*) order for arrest; (*d*) act directing or prohibiting.

..... 8. The traffic department *attributed* the high accident rate mainly to speed.
(*a*) traced; (*b*) assigned as a cause; (*c*) converted; (*d*) directed.

..... 9. The entire class was involved in a *maelstrom* of activity as commencement drew near.
(*a*) flurry; (*b*) storm; (*c*) whirlpool; (*d*) rush.

.....10. *Russet* draperies clashed with the color of the walls in the living room.
(*a*) deep red; (*b*) reddish-brown; (*c*) light green; (*d*) bright yellow.

What Do You Think?

Questions About the Story

1. What early clues tip you off to the fact that this is going to be a humorous essay?
2. Do you suppose that Pepper Whitcomb had much to say about the parts he played? What position was he probably given in baseball games?
3. Though we are only given a glimpse of most of the characters in this story, we are given enough clues to embroider upon their characters in our imagination. Why does it add to the humor to use the actual names of the characters even though they mean nothing to the reader?
4. What does the author mean when he says that the curtain fell of its own accord?
5. Do you think that the narrator was very popular with his friends? What things would you like about him? Dislike about him?

Questions to Think About

6. Those who have a flair for acting and staging somehow achieve many satisfactions. Have you ever tried to put on your own "show" in a back room, garage, or backyard enclosure? Have you ever tried to train pets to perform for an audience? What is it exactly that draws most of us to the acting profession? What is the meaning of the term "stage-struck"?
7. What are some of the qualities which you think are essential in a person wishing to become an actor?
8. Oftentimes we hear the criticism from struggling actors that it is not "what you can do," but rather "who you know," that is the key to success. Do you think that this is really so or might it be "sour grapes" on the part of actors without talent who are refused parts?
9. We hear a great deal about "identification," in movies and the theater. If we can identify with one of the characters then the play is more enjoyable and meaningful. Do you think this is so? Do you think you "identify" when you see a film or play?
10. Literally thousands of young people come to New York or go to Hollywood every year feeling that they've "got what it takes" to become a great actor or actress. A very small percentage ever achieve any real success. Many of these young people obviously don't have what it takes yet their friends encourage them. Is this really fair? Is it better to let them struggle on with a dream that can never come true? Would they be happier without that dream? Can we ever be sure that someone simply "does not have *it*"?

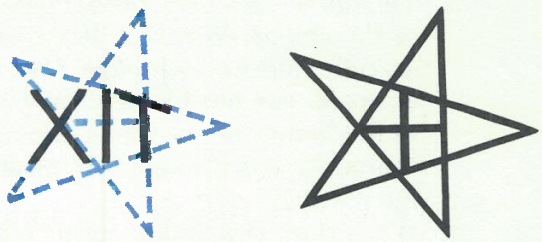
HAVE YOU SEEN THESE?

Emerson, V. K.	*The Art of W. C. Fields*
Hirschfield, Albert.	*Show Business Is No Business*
Wright, E. A.	*A Primer for Playgoers*

ESSAY 24

How Brands and Marks Are Worked

A great deal has been written and told about the days of the Old West. One of the most interesting features of life in those days was the ways in which individual brands were devised — and stolen — by cattle rustlers.



How brands and marks are "worked" by rustlers (cow thieves) is an interesting subject and has been an absorbing topic to cowhands and cowmen ever since the range stock industry first broke out down in old Mexico. Many an ingenious method for working a brand or mark has been devised and many a promising herd of cattle has been built up by crooked range practices. Many a long-rope and hot-iron artist has been leaded or necked to a tree or has suddenly changed his current range for one that seemed healthier—and all because he had been sort of careless with a rope and iron.

In order to combat the methods employed by the cattle rustler, the cattlemen's stock associations have drawn up drastic stock and range regulations; and these regulations the associations have had enacted into range laws. They have proved effective in eliminating many of the brand-burning tricks pulled by certain unscrupulous cow gentry. Before the stock associations framed regulations to check brand burners, a person could design a brand and put it on his stock without recording same. This proved to be a great factor in encouraging the brand artist. However, for a while after the law made compulsory the recording of all brands, a person going into the cow business could still design a brand for his own personal use and usually have it recorded.

After the enactment of the laws, the rustler adopted a new tactic. He selected the brand of some good-sized cow outfit in the territory where he proposed to operate. Then he would devise or design an intricate brand of his own into which he could incorporate the brand of the outfit whose stock he wished to work over. This was easy enough to do. The outfit's brand would be used as a base or foundation for the rustler's proposed new brand. The slick brand worker would generally manage to make up a design which would change the character of the worked brand, used as a base, so completely that it was often difficult to recognize the original brand within the structure of the rustler's new brand.

To illustrate how brand working was done, the most famous case recorded in the history of the art is described herewith, to wit, the working of the XIT brand of Texas into the Star-Cross brand. This is always cited as the ultimate in hide forgery and is famous all the way from Alaska to the Argentine as a piece of superb craftsmanship. But a majority of the people who

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talk about this bit of trick handiwork cannot themselves work the XIT into the Star-Cross, nor do they know exactly how it was done. The T in XIT is the stumbling block because the top of the T was horizontal and this would seem to have made it impossible to incorporate it into the pattern of the star of the Star-Cross.

But the brand workers found a way out. They noticed that the XIT brand was on the left side of the animal, reaching from shoulder to flank; that furthermore this placed the T well back towards the flank. Now, they also noticed that when the hind leg of the calf was pulled straight out behind the critter, preparatory to running the brand, the hide was stretched somewhat out of position. And so, after the T had been burnt into the hide, by an unsuspecting (or perhaps not so unsuspecting) iron man, when the calf was released the hide slipped back to normal again and caused the top of the T to be on an angle, with its left-hand end tipped a bit up. This resulted in a sort of tumbling T which could be incorporated by the brand worker into the star of the Star-Cross.

Not all of the XIT brands could be tampered with in the manner described, because in many cases the T's were put on in their proper position with the upper part horizontal. However, there were lots of "tumble T's" which could be worked on. And they were worked, plenty.

Earmarks were often in the way of the rustler, as they could not often be altered effectively into the marks which were being used in conjunction with the phony brand. And because of that, many a cowman remained unmolested by the brand forger. But, in order to overcome the handicap of the unworkable earmark, the ear was removed altogether by grubbing (cutting the ear off close to its base). To eliminate this practice, a law was proposed prohibiting the removal of more than one half of a cow's ear, or to sharp or point more than one ear.

For some time now it has been practically impossible for a person to record a brand which he himself has created and submitted to the brand recorder. A substitute brand is given in place of the brand wanted, and it is a case of take it or leave it alone. Also, not more than one brand is allowed to any one individual. Cowmen used to run several different brands, which generally made it very convenient for them to do a little manipulatin' that was not in the books. But that practice was also strangled by rigid regulations sponsored by the stock associations.

"Markers" were often used as bait to catch an over-industrious brand worker. A calf with some peculiar markings or coloring by which it could be easily identified by its owner would be turned loose where the *hombre* to be caught couldn't help seeing it. Sometimes a calf that was given a secret identifying mark not easily detected would be used as the bait. The owner of the calf kept cases on the whereabouts of the rustler or rustlers. If a marker, or baited calf, should be found in the possession of the suspected brand worker and should happen to have the rustler's brand on it, and he claimed it after it had been claimed by its original owner, then things would start "circulatin'." It would then become a matter of a quick getaway by the *hombre*, or shoot the works!

TIME.....



Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** *Cattle thieves liked earmarks because*
(*a*) they were easy to change; (*b*) they wore off in time; (*c*) the ears could be cut off; (*d*) of none of the above.

..... **2.** *Crooked range practices resulted in*
(*a*) the theft of a few cattle; (*b*) the disruption of the entire cattle industry; (*c*) the build-up of many promising herds; (*d*) none of the above.

..... **3.** *A "long-rope" artist is*
(*a*) a professional cowboy; (*b*) a rodeo performer; (*c*) an amateur cowboy; (*d*) a dishonest cattleman.

..... **4.** *When a new brand was made out of an old one, detection was*
(*a*) difficult; (*b*) easy; (*c*) certain; (*d*) impossible.

..... **5.** *What is a brand artist?*
(*a*) a man who designed his own brand; (*b*) a rustler; (*c*) a cold-iron artist; (*d*) a man employed by stockmen's associations to design brands.

..... **6.** *What is a marker?*
(*a*) a distinctive brand; (*b*) a secret mark; (*c*) a calf; (*d*) a cattle thief.

..... **7.** *Range laws were promoted by the*
(*a*) cattlemen's associations; (*b*) U.S. government; (*c*) insurance companies; (*d*) Texas League.

..... **8.** *A cattleman could at different times*
(*a*) design his own brand without recording it; (*b*) use a brand given him by an association; (*c*) design his own brand which required recording; (*d*) do all of the above.

..... **9.** *The range stock industry began in*
(*a*) Arizona; (*b*) Argentina; (*c*) old Mexico; (*d*) Texas.

.....**10.** *The tone of this article can best be described as*
(*a*) humorous; (*b*) very pessimistic; (*c*) tragic; (*d*) none of the above.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** Jane said, "I find this novel *absorbing.*"
(*a*) evil; (*b*) arresting; (*c*) trashy; (*d*) dull.

..... **2.** The wagon driver wore a very *ingenious* hat.
(*a*) clever; (*b*) large; (*c*) brilliantly colored; (*d*) unimaginative.

..... **3.** We made a *drastic* change in our plans.
(*a*) very large; (*b*) small; (*c*) trifling; (*d*) terrifying.

..... **4.** The *unscrupulous* lady would do anything for money.
(*a*) hot-tempered; (*b*) coarse-voiced; (*c*) very beautiful; (*d*) unprincipled.

..... **5.** "It's *compulsory,*" the man said, "to wear a uniform."
(*a*) fashionable; (*b*) unfashionable; (*c*) required; (*d*) against the rules.

..... **6.** The winner of the match employed but a single *tactic* in capturing the prize.
(*a*) method; (*b*) weapon; (*c*) tool; (*d*) machine.

..... **7.** The *intricate* little clock hung on the wall.
(*a*) complicated; (*b*) gold-plated; (*c*) simple; (*d*) beautiful.

..... **8.** We thought the *ultimate* result would be remembered a long time.
(*a*) spectacular; (*b*) final; (*c*) very first; (*d*) least important.

..... **9.** The dance was held *in conjunction with* the banquet.
(*a*) before; (*b*) in competition with; (*c*) in combination with; (*d*) after.

.....**10.** The small mole remained *unmolested* in the earth.
(*a*) cold; (*b*) warm; (*c*) unhappy; (*d*) at peace.

What Do You Think?

Questions About the Story

1. What is the meaning of the phrase in paragraph 1, "Many a long-rope and hot-iron artist has been leaded or necked to a tree . . ."?
2. What made the working of the XIT brand of Texas into the Star-Cross brand unique in the history of brand working? Do you think that the person who thought up this device was a criminal genius?
3. The author mentions earmarking, but does not tell us exactly what it is. Have you ever heard of it? What do you think earmarking is and how would it be done?
4. What advantage did the stock associations have in substituting brands for those applied for by the person requesting the brand? How could this prevent brand working?
5. Judging from what you learned in this article would you say that cattle rustling was a widespread enterprise or exaggerated to satisfy the interests of "yankee" readers?

Questions to Think About

6. Cattle and horse thievery was a serious crime in the Old West. What was the standard penalty for horse stealing? Do you think that the penalty was justified? Why? Why not?
7. Branding is, in a sense, something like tattooing for identification purposes. Will tattooing disappear after a time? Can it be removed? Would you say that tattooing is done for serious rather than eccentric reasons? In many areas of the country tattooing is now against the law. Why is this so?
8. Cattlemen and sheepherders were once natural enemies in the range country. Can you explain why? Can sheep and cattle be kept regularly on the same pasturage? Why? Why not?
9. Even today, the practice of "fencing out" rather than fencing in is carried on in some regions of the Southwest and West. Can you explain the difference? What would be the advantages of just "fencing out"?
10. Branding of cattle was an ingenious means of marking animals that ranged in open country. Who owned the land on which the cattle grazed? What problems arose in later years during the great cattle drives in which thousands of cattle had to be driven hundreds of miles to railroad loading depots? Who owned the land they had to cross?

HAVE YOU SEEN THESE?

Adams, R. F.	*The Old Time Cowhand*
Drago, H. W.	*Wild, Wooly and Wicked*
Tinkle, Lon.	*The Cowboy Reader*

ESSAY 25

The Story of Your Christmas Tree



The Christmas tree is a symbol of good times, happy holidays, and delightful gifts. It is also representative of traditional ceremonies and an interesting business.

ONE DAY LAST SUMMER I asked our 7-year-old daughter to tell me her favorite tree, and she came back with an answer I hadn't expected. "The Christmas tree!" she exclaimed enthusiastically.

Her answer might not have been so surprising, for nearly 50 million Christmas trees are used to help us celebrate the holiday season.

Typically, we'll go to a roadside stand or a supermarket a few days before Christmas and make our selection from a heaping display. We'll have our choice of several different kinds of trees, and exactly the height we want—from table-size to those which stretch from floor to ceiling. And nowadays they even come in pastel shades to fit a modern décor.

Out where the trees were harvested, though, preparations for these frenzied weeks of decorating began months ago. During the hot days of August, for example, the growers in Indiana, Pennsylvania, a mountain town which claims the title of Christmas-tree capital of the world, were sending out order forms to customers giving them a chance to be first to get the best. And all along the northern rim of the country and across the border in Canada, trees were being marked for cutting later. Many were cut during the fall months and kept in cold storage to get them to market still fresh and fragrant.

Times have changed since the days when father stepped from the house on Christmas Eve and cut an evergreen from his own woodlot. Or, if he had no woodlot of his own, he talked to a neighbor who did have and got permission to get a tree there. Sometimes the older kids got trees deep in the woods on a Saturday-before-Christmas hike.

But the trees brought to market nowadays are really better than those most of us cut ourselves. They're soft-needled and treated to make the needles stay on for the duration of the holidays. Nearly every tree is as symmetrical as those the artists draw, and they're plumped out with enough strong limbs to handle all of the colorful gadgetry which makes up our modern-day Christmas-tree decorations. A larger percentage every year come from Christmas-tree plantations where they've been grown scientifically to satisfy our custom of celebrating Christmas with a tree.

It's an old custom, too. As early as the ancient Egyptians, green boughs—the fronds of the date palm—were brought indoors in recognition of the winter solstice. The greenery was a symbol of life itself and of its triumph over death. Evergreens had a similar significance to the Romans,

Adapted from "The Story of Your Christmas Tree" by George S. Fichter from SCIENCE DIGEST, December 1957. Reprinted by permission of the publishers.

to the Scandinavians, and to the Druids—always a symbol, in some manner, of life—and a dispeller of evil.

But it was not until many years later that the tree at Christmas became popular. Even then it was slow in its spread and was adopted in America almost simultaneously with its commonplace usage throughout Europe.

Here the Christmas tree was first used by the Hessian soldiers at the time of the American Revolution. By the mid-1800's, it was an established custom throughout America.

In those early days Christmas-tree decorations were simple but highly symbolic. Often they consisted of food or of pictures of food, presumably signifying the primitive man's custom of hanging his food in trees to keep it from wild animals or, traced further, perhaps as gifts to ancient gods—the reason for the custom being lost in the ages.

Long strings of popcorn or cranberries were draped through the branches, and puffs of cotton here and there gave the effect of snow. Pieces of paper, often cut in the shape of various foods, were colored and hung from the boughs, too.

In addition to the smaller trees used in homes, great giants are decorated nowadays in city squares and in public buildings. One of the largest of these is the Christmas tree brought to the White House lawn each year.

President Theodore Roosevelt, leader of the conservation movement in the United States, forbade the use of Christmas trees in the White House. He considered the cutting of Christmas trees a wasteful practice and a frivolous use of a natural resource. But to his sons, there was no spirit in Christmas without a tree, and so they smuggled one into their room.

Then Gifford Pinchot, chief of the newly-created U.S. Forestry Service, explained to the President that the cutting of smaller trees in the



forest, if done properly, was important to the health and the fast growth of those remaining. Selective cutting, he pointed out, is good conservation and a standard forestry practice.

Thereafter President Roosevelt allowed a Christmas tree to be decorated at the White House, and the ceremony has become an impressive one. For many years the tree brought there was a "living" Christmas tree, set up in the White House lawn for the holidays and then later planted in some tree-barren spot.

Nowadays the tree is a selectively cut specimen sent from one of the states of the West, and the great log is saved for burning the following year in keeping with the Yule-log custom.

You can buy a living Christmas tree, too. It's a popular custom in some sections of the country, with the planting of the tree a ceremony for New Year's Day. In other communities, the used trees are sometimes collected for a Twelfth Night observance, when the trees and boughs are burned to commemorate the light of the Star of Bethlehem.

The Christmas-tree business has become a profitable one for farmers in many sections of the country. It provides them with a cash crop from rolling land which would otherwise be unusable, and it is a productive way of checking erosion on exposed acreage. Well over 100,000 acres are now planted in Christmas trees. The remainder of the trees are cut from our forests, mainly in the Northwest.

The most popular are the soft firs, such as the Douglas firs of the West or the balsam fir from Canada and our own Northeast. In fact, the crossed branches of the balsam fir are sometimes associated symbolically with the Cross of Christianity. Also popular are several spruces, such as blue spruce and Norway spruce, and a number of longleafed pines. Growers pick the one best suited for their soil which also answers the requirements of being a serviceable tree.

But to a child, like my daughter, it's a Christmas tree, pure and simple, and wrapped around it are all the sentiments and significance of the holiday season. And all across America there's unanimous agreement—the Christmas tree is the favorite tree.

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *A theory about the custom of using green trees to celebrate the winter season insists the Egyptians*
(*a*) paraded with palm leaves on their garments; (*b*) cut leafy branches and decorated their temples with them; (*c*) brought fronds of the date palm indoors; (*d*) brought evergreen trees into their houses.

..... 2. *In the early days, Christmas-tree decorations consisted mostly of*
(*a*) toys and nuts; (*b*) food and pictures of food; (*c*) popcorn and cranberries; (*d*) puffs of cotton to suggest snow.

..... 3. *Trees in the market nowadays are*
(*a*) likely to be larger than those of yesteryear; (*b*) better than those cut in earlier times; (*c*) often less shapely than those trees of our grandparents; (*d*) frequently less durable than the trees of a century ago.

..... 4. *During his early days as President, Theodore Roosevelt*
(*a*) began the custom of allowing Christmas trees to be set up in the White House; (*b*) refused to allow the trees in the White House; (*c*) gave permission for small trees in his children's room; (*d*) refused to have Christmas trees set up on the White House lawn.

..... 5. *The place that claims the title of Christmas-tree capital of the entire world is*
(*a*) Santa Claus, Indiana; (*b*) a city in Canada; (*c*) Indiana, Pennsylvania; (*d*) a city in the Green Mountains.

..... 6. *Formerly the tree on the White House lawn was*
(*a*) decorated and trimmed again every year; (*b*) shipped in from Maine; (*c*) a "living" tree that was replanted elsewhere later; (*d*) kept until May 1 for Spring festivals.

..... 7. *In the United States the use of the Christmas tree began*
(*a*) about the mid-1800's; (*b*) during the American Revolution; (*c*) at the close of the Mexican War; (*d*) in the early days of Massachusetts Colony.

..... 8. *The number of acres now planted in Christmas trees is estimated to be well over*
(*a*) 10,000; (*b*) 25,000; (*c*) 50,000; (*d*) 100,000.

..... 9. *Today the Christmas-tree business is*
(*a*) very profitable for farmers of the Southwest; (*b*) of little help to anyone but children; (*c*) a source of income for farmers in many sections of the country; (*d*) just another means of getting Americans to spend money.

.....10. *The author's main purpose in this essay is to*
(*a*) consider the need for greater conservation of our national forests; (*b*) explain the growth in popularity of the Christmas tree; (*c*) give facts about the origin of the use of the Christmas tree; (*d*) show why the use of Christmas trees is a waste of good timber.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. The *décor* of the room was impressive in its use of black and white.
(*a*) paper and hangings; (*b*) color combination; (*c*) entire decorative scheme; (*d*) modernistic design.

..... 2. After hours of *frenzied* search the police found the child about a mile from his home.
(*a*) wearisome; (*b*) hurried, feverish; (*c*) endless; (*d*) organized, systematic.

..... 3. Few trees are completely *symmetrical.*
(*a*) regular in form or arrangement of corresponding parts; (*b*) rounded at the top; (*c*) broader at the base than at the top; (*d*) perfect in form.

..... 4. Tiny insects covered the *fronds* of the fern.
(*a*) roots; (*b*) stems; (*c*) new shoots; (*d*) leaves.

..... 5. The principal explained to us the *significance* of Thanksgiving.
(*a*) meaning; (*b*) origin; (*c*) story; (*d*) success.

..... 6. The *solstice* in summer is usually accompanied by changes in weather.
(*a*) time when the humidity is highest; (*b*) point at which the sun is farthest from the equator; (*c*) time when moon is full; (*d*) point at which sun and moon are in eclipse.

..... 7. Nothing could *dispel* my feeling of fear.
(*a*) compensate for; (*b*) decrease; (*c*) improve; (*d*) drive away.

..... 8. The *Druids* held sacred certain objects of nature.
(*a*) religious order of ancient Britain; (*b*) followers of William the Conqueror; (*c*) religious group believing in gods and goddesses; (*d*) religious order of Indians.

..... 9. The hospital was built to *commemorate* the veterans of all foreign wars.
(*a*) honor; (*b*) serve as a memorial to; (*c*) recall the deeds of; (*d*) care for.

.....10. Trees, bushes, and all vegetation help prevent *erosion.*
(*a*) floods; (*b*) sand storms; (*c*) the wearing away of land; (*d*) digging irrigation ditches.

What Do You Think?

Questions About the Story

1. The author tells us that in olden times, greenery was a symbol of life itself and of its triumph over death. Why do you suppose this was so? Why not gray rocks, white sand, or red flowers?
2. Why would the cutting of smaller trees be important to the health and fast growth of the larger ones? The article states that this is a standard forestry practice. What other methods of conservation have become standard forestry practice?
3. What exactly is the "Yule-log custom" mentioned in the story? Do you know where it originated?
4. Farmers say that the Christmas-tree business is not only profitable but also a productive way of checking erosion on exposed acreage. How does this work?
5. For what other reason, which the author does not state, do people prefer the live fir or spruce tree to its artificial counterpart?

Questions to Think About

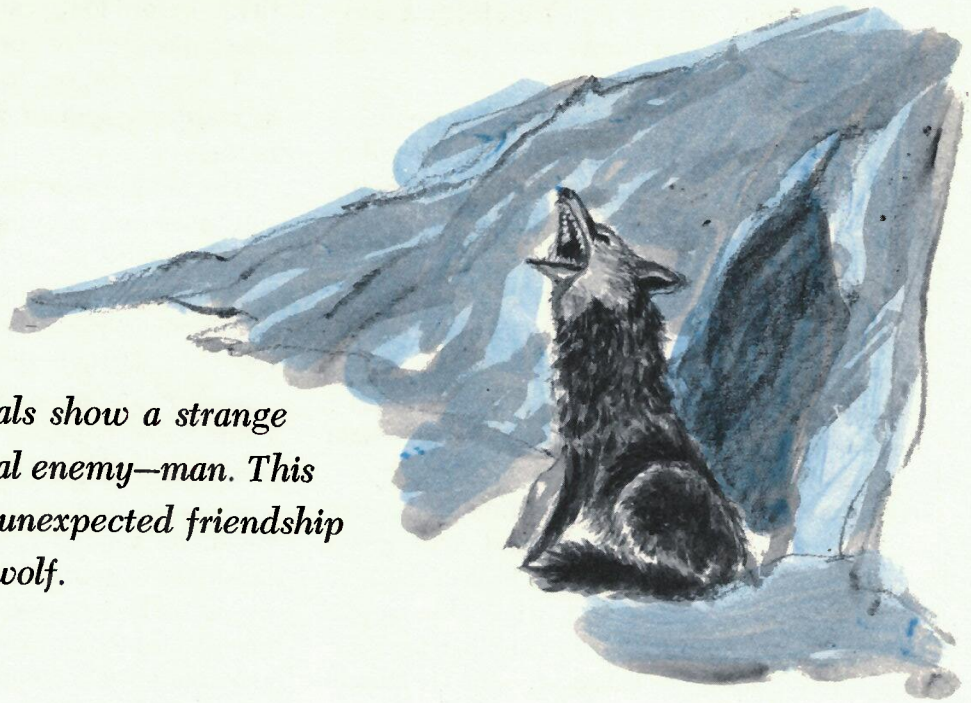
6. Millions of trees are cut every year for the very brief and soon-forgotten pleasure of a single night or two-week period. Do you think this practice should be continued in the light of new conservation drives? What factor in the Christmas-tree business today helps to justify the continuance of this practice?
7. Christmas trees can be bought today "in pastel shades to fit a modern decor." Do you think that this practice is really in keeping with Christmas? Why? Why not? Does it make any difference to you whether you have a real tree or an artificial one?
8. Profit-seeking individuals seem to be readily available to answer every human need and desire. Pigs are scientifically bred to insure an absolute minimum of fat. Hens are confined to permanently lighted narrow bins scientifically designed to increase egg production. Geese in some areas of the world are force-fed to enlarge their livers to satisfy people's desire for *pâté de foie gras.* Cows in Japan are massaged twenty-four hours a day with milk to ensure the tenderness of their meat. Christmas trees are scientifically raised to guarantee the proper shape and fullness. Do you think all or some of this catering to man's particular tastes goes too far? Where should the line be drawn?
9. Do you think we have lost touch with a lot of the meaning and symbolism of Christmas? For instance, did you know the meaning of the Christmas tree before you read this story? What other things do we do which are now merely carry-overs from ancient times for which the meaning has been lost?
10. Every year there is more and more criticism that Christmas is merely another commercial holiday. Some stores even start decorating in September and October. It can't be denied that most merchants enjoy tremendous profits during the Christmas season. Do you think this is as it should be? Would it be possible to stop the commercialism of Christmas now?

HAVE YOU SEEN THESE?

Campbell, R. J.	*The Story of Christmas*
Krythe, M. R.	*All About Christmas*
Sechrist, Elizabeth.	*Christmas Everywhere*

ESSAY 26

The Runt



Sometimes wild animals show a strange kinship for their natural enemy—man. This is a story of fear and unexpected friendship between a boy and a wolf.

SITTING IN THE fork of the white oak, a good twelve feet from the ground, Raymond figured he was as well off as he could expect to be. The flour sack containing the chunk of fresh beef was hooked on a dead limb beside him. Moving restlessly below, growling, sniffing, and cocking their heads, were three big timber wolves. A fourth wolf, a half-size runt, lay stretched out on the dead leaves a respectable distance from the others, watching.

Little shivers raced up Raymond's back like waterbugs on a pond. The three wolves looked meaner and hungrier by the minute. The December sky was one big umbrella, the color of lead. He decided it must be about four o'clock; he had left the Hames place as soon as the butchering was over, and remembered Seth Hames squinting at a gold pocket watch and saying it was five till three.

"You'd better hustle," Seth had said, looking up at the clouds. "We don't want a twelve-year-old boy lost in the snow, and snow is what it looks like." "And," Seth had added, "you colored folks and snow never did get along very well."

Raymond had started home then, the fresh meat oozing blood through the white flour sack. Instead of going the usual way along the gravel road, he'd decided to take a short cut through Wolf Hollow, because the meat was heavy and his Mom had wanted to fry some of the tenderloin for supper.

Wolf Hollow was a mile-long piece of Tennessee bottom land that had never been cleared, thick in big timber, mostly oaks and hickories. Because it was the only piece of covered land between two ridges, folks always said it was the route wolves travelled from one ridge to the other.

And sure enough, when Raymond had got about to the middle of the hollow, the four wolves were suddenly behind him, maybe a hundred feet or so before he saw them. For a minute he'd felt frozen like a block of ice. But he hadn't panicked. Almost at once he'd known they wanted the beef, not him. But they might jump him to get it if they were hungry enough.

At first he pretended they weren't there. Moving faster, his heart going in little bounces, he turned now and again to see what they were up to. Almost at once they got more nervy. One of the big ones went around ahead of him and sat down, baring its teeth. It didn't give ground until he picked up a rock and let go.

Before long all three big ones would pretend to make runs at him from different sides. They wouldn't veer off either, until they were twenty

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feet or so distant. Only the little runt trotted along behind, quietly, as if it didn't take much to the way the others were acting up.

Why Raymond did such a sissy thing he didn't know, but all at once he started to run, started to run like a scared deer, jumping over logs, going knee-deep in fallen leaves, the briars tearing at his overalls and lashing his face. His taking off like that made the wolves brave. They tore along after him, making runs so close he could see their hot burning eyes and yellow fangs. One actually got so near it tried to snap at the sack of meat.

A minute later, hardly knowing what he was doing, he had scrambled up the tree.

As he sat up there now, for the time being safe enough from their teeth, his mind kept going back, remembering, seeing what a foolish thing he had done. Running was just what the wolves wanted him to do. Now they had his number. Why had he done it, he asked himself. He should have known better, should have been more grown up. He'd acted like a boy, like a city boy, even. Not like a man at all.

But the little shivers kept going up and down his back. He couldn't stop them, and couldn't stop the goose pimples climbing over his arms. It was getting colder, too. Must be in the twenties, he decided. And the sky kept lowering, kept getting thicker and darker.

His mind tried to work out a plan, but the wolves kept moving around, keeping him in a dither. It would be getting dark before long, and then he would really be lost. He didn't know these woods in the daytime, much less at night. He'd been in them only once or twice, hunting squirrels in the tall hickories. Even in broad daylight he was mixed up.

The big wolves were quieting down. They lay in a cluster thirty or so feet from the tree, their paws straight out, like the paws of sheep dogs, their heads low. Only their eyes moved as they watched him. The runt still kept his distance.

Then what he saw sent a chill all through him, made his heart feel big as a melon in his chest: It was starting to snow.

The first flakes, half the size of hulled walnuts, slanted down quietly, one by one, and fell to pieces in the leaves. But in a matter of minutes they were coming down thick, beginning a white blanket on everything they touched. Along with them, before long, came a lazy wind, driving the flakes like puffs of cotton.

A blizzard's on its way, he thought, a real blizzard. He had to do something or freeze stiff in the tree.

The snow made the big wolves restless. They squirmed around, not getting to their feet, but whining and sniffing, looking up at the grey sky. Raymond hoped the snow would make them take off for cover. He waited for what seemed an hour, the cold cutting at him like a knife. But the wolves made no move to go. They seemed to figure he was getting to the end of his string.

The way they looked up, as if they had him now, made him get into action. Maybe if he fed them, he thought, they'd go away. Taking his jackknife from its secret pocket in his mackinaw, he cut up the meat in five pieces. One for each, he decided, and one for himself in case he really got snowbound. He could eat raw meat if he had to, to stay alive.

The wolves were on their feet now, circling the tree, their nostrils flaring as the strong smell of the cut-up beef came down to them. Low whines, like a dog makes when he wants in the house on a cold night, came from their throats.

He tossed a chunk of meat to the closest wolf. The creature scooped it up almost before it touched the snow, and ran off a piece to gulp it down, growling all the time. As the other two big ones circled the tree, he fed them too.

But when they were fed they still acted quarrelsome, snarling at each other and cocking their heads to look up for more. The runt, which had not moved from the place in the leaves while the others ate, now shook off the snow, got up, and edged its way nearer. It came under the tree and looked right up in Raymond's eyes. It had a sorry, hang-dog way about it, as if to tell him it was sorry the others were so greedy and bad-mannered. It seemed to be saying it was on his side.

When the big wolves were a little distance away, Raymond tossed the runt its piece of meat. But there was no use. As soon as the beef hit the snow the others came in like flashes of grey lightning, tearing at it, fighting each other, slashing at the runt. In no time the meat was gone, and the big wolves backed off.

Sitting still, its fur flecked with blood where

the others had nipped it, the runt seemed lonely, starved, and miserable. It kept staring at Raymond and whining, its head sagged down, touching the snow.

You poor sad thing, Raymond thought. Not a friend in the world, and an empty belly, too. You're worse off than I am. He took out the knife again, cut his own piece of meat in half, and dropped a portion down.

But the big ones got this piece, too. The runt just sat there in the snow. After a while it gave Raymond a long, pitiful look, then went off, lifting each foot carefully, one at a time. Thirty feet or so away it stopped again, turned and whined, whined like a dog that knows something its master ought to know. Then it went off.

The big wolves were licking their chops. They were moving more slowly now, their bellies rounded out, full of red meat. They sniffed the air and looked at the storm. Then they trotted off in single file, going in the opposite direction from the runt's trail, disappearing soon in the blur of falling snow.

Somewhere in the distance an owl cooed mournfully. A pinch of fear came to Raymond's heart. His joints were stiff. The cold squeezed at his chest like a vise. When the owl stopped the woods were absolutely still, like a deep cave. Even the wind made no noise. He had never felt so lonesome in all his life. Suddenly he wished the runt had stayed.

He took the last piece of meat from the sack, wrapped it in his handkerchief, and hung the sack on a limb. Climbing down slowly he stood for a moment, peering about, wondering if the big wolves were watching him from somewhere in the woods. His spine tingled and his legs began to shake. Stop it, he told himself. Stop acting like a little boy.

He jumped up and down, flapping his arms to stir the blood and settle his nerves. After a minute he felt better and his mind cleared a little. The shaking in his legs slowed down.

He knew he could not get home. It was three miles away, and he barely knew which direction to start out. The curtain of snow flakes made everything look the same. He remembered how it was said people went in circles in a snowstorm. No, he told himself, he mustn't start out like a blind bat.

Suddenly from the shadows of his mind came the remembrance of the runt, the way it had whined before disappearing. Had it been trying to tell him something? Could it have been his friend, trying to help? Stop such crazy ideas, another part of his mind said. No wolf could be your friend; all wolves hated people.

Yet his eyes looked down. It was so dark now that he couldn't see over a yard. But sure enough, the runt's tracks were still there, little cookie-shaped dents in the blanket of white. Not thinking, he found himself hurrying down the line of tracks, his head bent low, his eyes holding on to each track like the hands of someone going up the rungs of a tall ladder.

A hundred yards distant, the land began to rise quickly. Then all at once the snow under his feet thinned out; the ground was almost bare. He raised his head and found himself standing in the opening of a cave. He moved in a short piece and dropped down to his knees on the dry, sandy floor. His breath was coming hard. His heart bounced like a rubber ball.

Safe, his mind told him. Safe from the snow. The runt had saved him.

After a while, after his eyes got used to the darkness, he turned around. He could see the arch-like outline that was the cave entrance, maybe six feet high and twenty feet across. The snow was blowing from the other direction and none was coming in. He took off a glove and felt the sand under him. It was bone dry and not cold, either. He wouldn't freeze in here, he figured.

When he turned again, trying to look in the back of the cave, there was nothing but pitch blackness. But he knew the runt must be in there, probably way back, asleep. But suppose the other wolves were in there too, he thought suddenly. The shivers went up his spine again, and crept over his face.

He wished he had a match. He felt in each pocket of his dungarees and shirt and mackinaw, but there was none. He backed against one side of the cave wall, a little closer to the opening, took out his knife, and snapping open the long blade laid it in his lap. He reached out and gathered a half dozen rocks the size of baseballs. Then he sat listening, trying to rest, trying to be easy.

A long time later a sound came from the back of the cave. There was no doubt in his mind; it

wasn't his crazy imagination. Straining his eyes, holding on to the knife handle so tight his fingers ached, he waited.

Before long an animal came out, walking quietly, staying close to the wall away from him. It stopped at the edge where the snow met the entrance. Even before it whined, Raymond knew it was the runt, knew it because he wasn't really afraid, even though his heart was going fast.

He was surprised how well he could see in the dark. The outline of the runt was clear enough, and it repeated that friendly whine as it sat there, not over twenty feet from him. He thought it was shivering, although he couldn't see for sure. He figured it must be real hungry by now, and he ought to help it out.

While he was unwrapping the meat from the handkerchief and cutting off a piece, the runt made little squealing sounds of excitement. Raymond threw a piece across, saw the runt's head go down, and then could hear it chewing.

Then the runt did an odd thing. Raymond didn't know at first what it was all about. Having finished the meat the wolf sat in the entrance of the cave, at the edge of the snow, and began to bark, loud and clear. It was a happy barking, like a dog makes when he sees his master coming down the road. In a high, yipping voice the runt kept it up for a good three minutes. Raymond sat still, not trying to shut it up, just listening. He wondered if it was calling the other wolves. Then he knew all at once the runt was barking in that happy way because of him, because he had given it food. The runt was glad it had a friend. Raymond's mind ran back to the look it had given him just before leaving the tree. It had meant for him to follow it to the cave. It had wanted to help him because he had tried to feed it. And now that he did feed it, the poor thing was really happy. Maybe it was even happy because he was there, because he was out of the snow. Maybe it wasn't lonely any more.

They sat in silence for a while, each at his own side of the cave, almost like two real human friends.

After a long time the runt sat up, cocking its ears, looking down the slope into the white wall of snow. Almost at once it whined and ran back into the pitch black of the cave.

Looking out into the dark, jittery over the runt's



retreat, Raymond saw a flash of light. At first he thought it was his imagination. But he saw it again and went on his hands and knees to the entrance. Then seeing a lantern bobbling along the hillside, reflecting against the snow, he called out as loud as he could.

The lantern stopped. Raymond called again. The light turned, like something alive, and came toward him. It was his father. He lifted the lantern close to Raymond's face. "Are you all right?"

"Sure."

They hugged together. "How did you get here?" his father asked.

"I followed a wolf."

"What?"

"Followed a wolf. He's in the cave." Raymond shook the stiffness out of his arms. "How did you know I was here?"

"Didn't. But I heard a wolf bark. It was the oddest bark I ever heard, happy like. I came because I couldn't figure why a wolf would be happy in a storm like this."

TIME

Comprehension Check

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *Raymond was*
(*a*) ten years old; (*b*) twelve years old; (*c*) fifteen years old; (*d*) eighteen years old.

_____ 2. *The setting of the story is*
(*a*) Alaska; (*b*) the Rockies; (*c*) Tennessee; (*d*) Arkansas.

_____ 3. *In the flour sack was*
(*a*) a chunk of fresh beef; (*b*) a piece of venison; (*c*) several wild fowl; (*d*) bear meat.

_____ 4. *Raymond was in his predicament because*
(*a*) he was young and inexperienced; (*b*) he had not understood the directions; (*c*) he did not see the right road; (*d*) he had taken a short cut.

_____ 5. *Raymond felt that he had done a foolish thing when he*
(*a*) threw a rock; (*b*) looked over his shoulder; (*c*) climbed the tree; (*d*) began to run.

_____ 6. *Because Raymond felt sorry for the runt he gave him*
(*a*) part of his piece of meat; (*b*) all the meat; (*c*) two pieces of meat; (*d*) the biggest piece of meat.

_____ 7. *Because he was lost Raymond*
(*a*) climbed higher in the tree; (*b*) used the stars as a guide; (*c*) followed the tracks of the runt; (*d*) began to cry.

_____ 8. *After eating a piece of meat, the runt*
(*a*) begged for more; (*b*) fell asleep; (*c*) barked happily; (*d*) went away.

_____ 9. *Raymond's father found the boy because*
(*a*) he saw a light; (*b*) he heard the runt; (*c*) he followed the boy's tracks; (*d*) he knew the countryside well.

_____ 10. *The best main idea in this story is*
(*a*) big wolves mistreat small ones; (*b*) never trust animals; (*c*) animals are capable of repaying kindness; (*d*) wolves are intelligent.

Vocabulary Exercise

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. The young speaker *panicked* when he saw the large audience.
(*a*) acted in terror; (*b*) fainted; (*c*) fled; (*d*) responded.

_____ 2. The thief acted in a *nervy* manner.
(*a*) bold; (*b*) hesitant; (*c*) cautious; (*d*) quiet.

_____ 3. The students were in a *dither* when they heard the dismissal bell.
(*a*) daze; (*b*) calm; (*c*) excited state; (*d*) burst of laughter.

_____ 4. The *mackinaw* kept the hunter warm.
(*a*) blanket; (*b*) snow suit; (*c*) fur cap; (*d*) short, heavy coat.

_____ 5. The boy had a *hang-dog* look when he knocked on the door.
(*a*) silly; (*b*) ashamed; (*c*) proud; (*d*) mischievous.

_____ 6. The silk material was *flecked* with gold.
(*a*) sprayed; (*b*) striped; (*c*) spotted; (*d*) imprinted.

_____ 7. The small chair was like a *vise* when the fat man tried to arise from it.
(*a*) iron band; (*b*) giant hand; (*c*) pair of clips; (*d*) tool for holding material in place.

_____ 8. The *bobbling* light made us uneasy.
(*a*) going up and down; (*b*) going off and on; (*c*) swinging; (*d*) gradually dimming.

_____ 9. The *lowering* sky caused the boy to hurry.
(*a*) unusual looking; (*b*) gloomy and threatening; (*c*) rain-filled; (*d*) extremely brilliant.

_____ 10. The rain *lashed* the girl's face as she hurried home.
(*a*) moistened; (*b*) hurt; (*c*) beat; (*d*) seared.

What Do You Think?

Questions About the Story

1. Did the author write this story only to entertain the reader or was he trying to teach a lesson?
2. When Raymond got up into the tree he knew the wolves "had his number." What is the meaning of this phrase?
3. Why did Raymond think the wolves would go away if he fed them?
4. When it started to snow, the narrator tells us the wolves seemed to figure he was "getting to the end of his string." What does this phrase mean? What other similar phrases can you think of which mean the same thing?
5. Do the events in this story give you the impression that the wolves help each other to survive? What relationship between animal behavior and human behavior do you find in this article?

Questions to Think About

6. When are animals most dangerous to other animals, to humans, and even to their own kind?
7. It is said that sometimes animals have an *instinct* about people who like them, don't like them, or fear them. What is *instinct* exactly? Do human beings possess it also? If so, in what ways?
8. Some people have raised and trained wolves to be pets. Do you think that they could always be trusted?
9. Even animals feel a need for companionship. If they are rejected by their own kind they will sometimes try to join other groups. Can you think of examples of this in your other reading or personal experience?
10. Which do you think could be more easily tamed, a wolf or a lion? Why?

HAVE YOU SEEN THESE?

Bridge, William.	*Wild Animals of the World*
London, Jack.	*Call of the Wild*
Mowat, Farley.	*Never Cry Wolf*

Key to Reading Essays

Comprehension		Vocabulary	
Essay 1.	One Man and a Thousand Tigers		
1. d	6. b	1. c	6. b
2. c	7. c	2. a	7. b
3. d	8. b	3. d	8. a
4. a	9. a	4. c	9. c
5. b	10. c	5. b	10. a
Essay 2.	The Sacrifice		
1. c	6. b	1. d	6. b
2. a	7. d	2. b	7. d
3. c	8. b	3. a	8. b
4. a	9. d	4. c	9. b
5. d	10. c	5. a	10. d
Essay 3.	Autobiography		
1. a	6. d	1. b	6. a
2. b	7. b	2. b	7. d
3. a	8. d	3. b	8. d
4. a	9. a	4. c	9. b
5. a	10. d	5. a	10. a
Essay 4.	My Zoo Family		
1. c	6. c	1. a	6. a
2. b	7. b	2. a	7. b
3. a	8. c	3. c	8. d
4. b	9. d	4. b	9. c
5. c	10. a	5. b	10. d
Essay 5.	How Diamond Jim Got His Name		
1. d	6. a	1. a	6. c
2. c	7. d	2. c	7. c
3. a	8. b	3. a	8. d
4. b	9. b	4. d	9. a
5. d	10. c	5. c	10. a
Essay 6.	Harmless or Deadly		
1. c	6. b	1. c	6. a
2. d	7. b	2. b	7. c
3. b	8. a	3. a	8. a
4. d	9. d	4. c	9. d
5. b	10. a	5. a	10. d
Essay 7.	Boy Scout Story		
1. d	6. c	1. d	6. c
2. d	7. c	2. a	7. c
3. a	8. d	3. d	8. a
4. c	9. b	4. d	9. d
5. c	10. b	5. b	10. c
Essay 8.	Baker's Bluejay Yarn		
1. d	6. c	1. d	6. b
2. c	7. d	2. b	7. a
3. a	8. d	3. a	8. b
4. a	9. c	4. c	9. d
5. a	10. a	5. b	10. d

Comprehension		Vocabulary	
Essay 9.	Grasshopper		
1. a	6. b	1. c	6. b
2. a	7. a	2. c	7. b
3. d	8. d	3. c	8. a
4. b	9. b	4. b	9. c
5. d	10. b	5. a	10. c
Essay 10.	Last Voyage		
1. d	6. a	1. b	6. a
2. d	7. a	2. c	7. a
3. a	8. d	3. a	8. c
4. b	9. c	4. d	9. a
5. c	10. c	5. d	10. d
Essay 11.	Fire		
1. a	6. d	1. c	6. d
2. c	7. a	2. d	7. d
3. a	8. c	3. a	8. d
4. c	9. d	4. d	9. c
5. c	10. d	5. a	10. c
Essay 12.	Platypus: Bird, Beast and Reptile		
1. c	6. d	1. a	6. c
2. b	7. b	2. d	7. d
3. b	8. a	3. d	8. a
4. c	9. b	4. d	9. c
5. b	10. a	5. a	10. b
Essay 13.	Building Without Metal Tools		
1. c	6. b	1. d	6. b
2. a	7. c	2. b	7. d
3. b	8. a	3. a	8. d
4. b	9. b	4. c	9. a
5. d	10. d	5. a	10. b
Essay 14.	Medicine Calf		
1. b	6. d	1. c	6. b
2. d	7. b	2. b	7. c
3. d	8. a	3. a	8. b
4. c	9. c	4. d	9. d
5. c	10. b	5. a	10. d
Essay 15.	Wild Foods		
1. b	6. b	1. d	6. c
2. a	7. b	2. a	7. a
3. d	8. a	3. c	8. a
4. c	9. c	4. a	9. d
5. d	10. b	5. b	10. c
Essay 16.	Get That Story		
1. c	6. b	1. c	6. c
2. b	7. b	2. c	7. b
3. b	8. b	3. d	8. c
4. d	9. d	4. b	9. b
5. c	10. c	5. a	10. c

Comprehension		Vocabulary	
Essay 17. Thank You, M'am			
1. c	**6.** c	**1.** c	**6.** a
2. a	**7.** b	**2.** d	**7.** b
3. a	**8.** d	**3.** b	**8.** c
4. b	**9.** c	**4.** c	**9.** b
5. a	**10.** c	**5.** d	**10.** a
Essay 18. Rascals of the Spanish Main			
1. d	**6.** a	**1.** b	**6.** d
2. c	**7.** b	**2.** a	**7.** d
3. b	**8.** a	**3.** c	**8.** d
4. d	**9.** b	**4.** c	**9.** b
5. d	**10.** c	**5.** c	**10.** a
Essay 19. The Pinkerton Story			
1. d	**6.** c	**1.** b	**6.** c
2. b	**7.** a	**2.** b	**7.** c
3. b	**8.** c	**3.** b	**8.** d
4. c	**9.** d	**4.** a	**9.** c
5. c	**10.** d	**5.** d	**10.** d
Essay 20. The Passenger Pigeon			
1. a	**6.** a	**1.** c	**6.** c
2. d	**7.** c	**2.** d	**7.** a
3. b	**8.** d	**3.** b	**8.** a
4. b	**9.** c	**4.** d	**9.** c
5. c	**10.** a	**5.** d	**10.** b
Esssay 21. Man Comes to the New World			
1. d	**6.** a	**1.** a	**6.** c
2. a	**7.** c	**2.** d	**7.** b
3. c	**8.** d	**3.** c	**8.** b
4. c	**9.** a	**4.** b	**9.** d
5. b	**10.** d	**5.** a	**10.** d

Comprehension		Vocabulary	
Essay 22. A Better Tomorrow			
1. b	**6.** a	**1.** a	**6.** c
2. a	**7.** c	**2.** c	**7.** b
3. a	**8.** a	**3.** c	**8.** d
4. a	**9.** c	**4.** b	**9.** a
5. d	**10.** c	**5.** d	**10.** d
Essay 23. The Story of Your Christmas Tree			
1. c	**6.** c	**1.** c	**6.** b
2. b	**7.** b	**2.** b	**7.** d
3. b	**8.** d	**3.** a	**8.** a
4. b	**9.** c	**4.** d	**9.** b
5. c	**10.** b	**5.** a	**10.** c
Essay 24. How Brands and Marks Are Worked			
1. d	**6.** c	**1.** b	**6.** a
2. c	**7.** a	**2.** a	**7.** a
3. d	**8.** d	**3.** a	**8.** b
4. a	**9.** c	**4.** d	**9.** c
5. b	**10.** a	**5.** c	**10.** d
Essay 25. The Rivermouth Theater			
1. a	**6.** c	**1.** a	**6.** c
2. c	**7.** a	**2.** d	**7.** d
3. b	**8.** c	**3.** a	**8.** b
4. d	**9.** c	**4.** d	**9.** c
5. b	**10.** b	**5.** b	**10.** b
Essay 26. The Runt			
1. b	**6.** a	**1.** a	**6.** c
2. c	**7.** c	**2.** a	**7.** d
3. a	**8.** c	**3.** c	**8.** a
4. d	**9.** b	**4.** d	**9.** b
5. a	**10.** c	**5.** b	**10.** c

Conversion Table—Essays

Time (Minutes: Seconds)	Words per Minute								
	1	2	3	4	5	6	7	8	9
1:00	756	2404	1488	668	916	1055	729	1398	1105
1:10	648	2060	1275	572	785	904	625	1198	947
1:20	567	1804	1116	501	687	791	547	1049	829
1:30	504	1604	992	446	611	704	486	932	737
1:40	454	1442	893	401	550	633	437	839	663
1:50	413	1312	812	365	500	576	398	763	603
2:00	378	1202	744	334	458	528	365	699	553
2:10	349	1108	686	308	422	486	336	644	509
2:20	324	1032	638	287	393	452	313	600	474
2:30	302	962	595	267	366	422	292	559	442
2:40	284	902	558	251	344	396	273	524	414

Time (Minutes: Seconds)	Words per Minute								
	1	2	3	4	5	6	7	8	9
2:50	267	848	525	236	323	372	257	493	390
3:00	252	800	496	222	305	351	243	466	368
3:10	239	760	470	211	289	333	230	442	349
3:20	227	722	446	200	275	317	219	419	332
3:30	216	688	426	191	262	302	208	400	316
3:40	206	656	406	182	250	288	199	382	302
3:50	197	628	388	174	239	275	190	365	288
4:00	189	602	372	167	229	264	182	350	276
4:10	181	578	357	160	220	253	175	336	265
4:20	175	556	344	154	212	244	168	323	255
4:30	168	534	330	148	203	234	162	310	245
4:40	162	514	318	143	196	226	156	299	236
4:50	156	498	308	138	190	218	151	289	229
5:00	151	480	298	134	183	211	146	280	221
5:10	147	466	289	130	178	205	141	271	214
5:20	142	448	280	126	172	198	137	260	208
5:30	138	438	271	122	167	192	133	254	201
5:40	133	424	262	118	161	186	128	246	194
5:50	129	410	254	114	157	180	125	239	189
6:00	126	402	248	112	153	176	122	233	185
6:10	122	390	241	108	148	171	118	226	179
6:20	119	380	235	106	145	167	115	221	175
6:30	116	370	229	103	141	162	112	215	170
6:40	113	360	223	100	137	158	109	210	166
6:50	110	350	217	98	134	154	106	204	161
7:00	108	344	213	96	131	151	104	200	158
7:10	106	336	208	94	128	148	102	196	155
7:20	103	326	202	91	125	143	99	190	150
7:30	101	320	198	89	122	140	97	186	147
7:40	98	312	193	87	119	137	95	182	144
7:50	97	308	190	86	117	135	93	179	141
8:00	95	300	186	84	115	132	91	175	138
8:10	92	294	182	81	112	129	89	171	135
8:20	91	288	179	80	110	127	87	168	133
8:30	89	284	176	79	108	124	86	165	130
8:40	87	276	171	77	105	121	84	161	127
8:50	85	272	168	75	104	119	82	158	125
9:00	84	266	165	74	102	117	81	155	123
9:10	82	262	162	73	100	115	79	152	120
9:20	81	258	159	71	98	113	78	150	118
9:30	79	252	156	70	96	111	77	147	116
9:40	78	248	153	69	94	109	75	144	114
9:50	77	246	152	68	93	108	74	143	113
10:00	76	240	149	67	92	106	73	140	111

Time (Minutes: Seconds)	Words per Minute								
	10	11	12	13	14	15	16	17	18
1:00	1033	1040	1153	1029	1376	933	840	1376	1020
1:10	885	891	988	882	1189	800	720	1189	874
1:20	775	780	865	772	1040	700	630	1040	765
1:30	689	694	769	686	928	622	560	928	680
1:40	620	624	692	617	832	560	504	832	612
1:50	564	568	630	562	758	509	459	758	557
2:00	517	520	577	515	688	467	420	688	510
2:10	476	479	532	474	636	430	387	636	470
2:20	443	446	495	441	591	400	360	591	438
2:30	413	416	461	412	550	373	336	550	408
2:40	387	390	432	386	518	350	315	518	383
2:50	365	367	407	363	488	329	297	488	360
3:00	344	346	384	343	459	311	280	459	340
3:10	326	329	364	325	433	295	265	433	322
3:20	310	312	346	309	412	280	252	412	306
3:30	295	297	330	294	391	267	240	391	292
3:40	282	284	315	281	374	255	229	374	278
3:50	270	271	301	269	358	244	219	358	266
4:00	258	260	288	257	344	233	210	344	255
4:10	248	250	277	247	330	224	202	330	245
4:20	239	240	266	238	317	216	194	317	236
4:30	229	231	256	228	305	207	186	305	226
4:40	221	223	247	220	294	200	180	294	218
4:50	214	215	239	213	285	193	174	285	211
5:00	207	208	231	206	275	187	170	275	204
5:10	200	202	224	200	266	181	163	266	198
5:20	194	193	214	191	255	175	158	255	192
5:30	188	189	210	187	249	170	153	249	186
5:40	182	183	203	181	240	164	148	240	180
5:50	177	178	197	176	234	160	144	234	174
6:00	173	174	193	172	229	156	140	229	170
6:10	167	168	187	167	221	151	136	221	165
6:20	163	164	182	163	216	147	133	216	161
6:30	159	160	178	158	210	144	129	210	157
6:40	155	156	173	154	206	140	126	206	153
6:50	151	152	168	150	200	136	123	200	149
7:00	148	149	165	147	196	133	120	196	146
7:10	145	146	161	144	192	131	118	192	143
7:20	140	141	157	140	185	127	114	185	139
7:30	137	138	153	137	181	124	112	181	136
7:40	134	135	150	134	178	121	109	178	133
7:50	132	133	148	132	175	119	108	175	131
8:00	129	130	144	129	172	117	105	172	128
8:10	126	127	141	126	167	114	102	167	124

Time (Minutes: Seconds)	Words per Minute								
	10	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
8:20	124	125	138	123	164	112	101	164	122
8:30	122	123	136	121	160	110	99	160	120
8:40	119	120	133	118	158	107	97	158	117
8:50	117	118	130	116	156	105	95	156	115
9:00	115	115	128	114	153	104	93	153	113
9:10	113	113	126	112	150	102	92	150	111
9:20	111	111	123	110	148	100	90	148	109
9:30	108	109	121	108	146	98	88	146	107
9:40	106	107	119	106	142	96	87	142	105
9:50	105	106	118	105	140	95	86	140	104
10:00	103	104	115	103	138	93	84	138	102

Time (Minutes: Seconds)	Words per Minute							
	19	**20**	**21**	**22**	**23**	**24**	**25**	**26**
1:00	1416	590	1199	1029	857	1017	1254	2710
1:10	1214	506	1028	882	734	872	1075	2323
1:20	1062	443	901	772	643	763	941	2033
1:30	944	394	801	686	572	678	836	1807
1:40	850	354	721	617	514	610	752	1626
1:50	773	322	656	562	468	555	685	1478
2:00	708	295	601	515	429	509	627	1355
2:10	653	272	554	474	395	469	578	1251
2:20	607	253	516	441	368	436	538	1161
2:30	566	236	481	412	343	407	502	1084
2:40	531	221	451	386	321	381	470	1016
2:50	500	208	424	363	303	359	443	956
3:00	472	196	400	343	285	339	418	903
3:10	447	186	380	325	271	321	396	856
3:20	425	177	361	309	257	305	376	813
3:30	405	169	344	294	245	291	359	774
3:40	387	161	328	281	234	278	342	739
3:50	370	154	314	269	224	265	327	707
4:00	354	148	301	257	214	254	314	678
4:10	340	142	288	247	206	244	301	650
4:20	327	136	278	238	198	235	290	625
4:30	314	131	267	228	190	226	278	602
4:40	303	126	257	220	183	218	268	581
4:50	293	122	249	213	177	211	260	561
5:00	283	118	240	206	171	203	251	542
5:10	275	114	233	200	166	197	243	525
5:20	263	111	224	191	159	189	233	508
5:30	258	107	219	187	156	185	228	493
5:40	249	104	212	181	151	179	221	478

Time (Minutes: Seconds)	Words per Minute							
	19	**20**	**21**	**22**	**23**	**24**	**25**	**26**
5:50	242	101	205	172	147	174	214	465
6:00	236	99	201	170	143	170	209	452
6:10	229	96	195	167	139	165	203	439
6:20	224	93	190	163	135	161	198	428
6:30	218	91	185	158	132	157	193	417
6:40	212	89	180	154	129	153	188	407
6:50	207	86	175	150	125	148	183	397
7:00	202	84	172	147	123	145	179	387
7:10	198	83	168	144	120	142	176	378
7:20	193	80	163	140	117	138	171	370
7:30	188	78	160	137	114	135	167	361
7:40	184	77	156	134	111	132	163	353
7:50	181	76	154	132	110	130	161	346
8:00	177	74	150	129	107	127	157	339
8:10	173	72	147	126	105	124	153	332
8:20	170	71	144	123	103	122	150	325
8:30	167	70	142	121	101	120	148	319
8:40	163	68	138	118	99	117	144	313
8:50	160	67	136	116	97	115	142	307
9:00	157	65	133	114	95	113	139	301
9:10	154	64	131	112	93	111	137	296
9:20	152	63	129	110	92	109	134	290
9:30	149	62	126	108	90	107	132	285
9:40	146	61	124	106	88	105	129	280
9:50	144	60	123	105	87	104	128	276
10:00	142	59	120	103	86	102	125	271

Getting the Idea

IN READING ESSAYS you were concerned mainly with developing your speed and general comprehension of what you read. Of course, you must think to understand any kind of reading, but the exercises for the following selections concentrate on testing your judgment and your grasp of ideas. Some of these ideas are clearly stated and some are implied, that is, you must "read between the lines" to arrive at the author's meaning. For each of the twenty-four selections there are questions based on two from the following list:

- Main idea – the "gist" of the selection; the most important idea; that is, the sum of the facts, opinions, and feelings of the author
- Implication – the most important idea or conclusion *suggested,* but not stated, by the facts, opinions, and feelings of the author
- Theme – about the same as main idea but not always as specific
- Tone – the "feeling" given by the selection, such as happiness, sadness, bitterness, optimism, or pessimism
- Writer's purpose – the reason for writing; for instance, is it to teach, to scold, to give facts, to change our minds, or to make us angry?
- Author's attitude – his feeling about the material in his selection; for instance, is he apologetic, or arrogant, or enthusiastic, or sympathetic?
- Description of the writing – similar to author's attitude, but may be less personal. Examples: Is it simple or complicated? Is it scientific or popular?

Read each of the selections remembering what you learned about efficient reading habits. The two questions for each selection are multiple choice. Select the *best* of four possible answers. Be sure to choose the best one! Think! One may be entirely wrong. Another may be partly right. Maybe one will seem right, but when you think a moment you will realize that it covers only a small part of the selection and another of the answers would be more complete. Take your time in making your choices. The correct answers to the exercises are on page 151. Check your answers and write the number that you answered correctly under *Getting the Idea* in the Record of Progress, page 196.

1. Mackinac Straits Bridge

¶ AMONG THE MANY magnificent bridges in existence, the $100,000,000 Mackinac Straits Bridge from the Michigan mainland to the upper peninsula stands out as the longest suspension bridge in the world. It extends five miles from shore to shore. The two main towers, from the surface of the water, stand taller than the George Washington Monument. The supporting cables, twenty-four inches in diameter, are anchored at each end in concrete foundations as big as a city block, and together weigh as much as a city skyscraper.

Unlike the ill-fated Tacoma Bridge, which collapsed from vibrations caused by strong winds, the Mackinac Straits Bridge, according to its designer, will grow stronger as the wind increases. It utilizes wind resistance to build its own strength.

Considered one of the engineering triumphs of the twentieth century, the bridge has already won a half dozen gold medals since it was opened in 1958. Not very many years ago it was considered impossible to build a bridge like this, but today an even more spectacular structure is being considered.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *The best main idea for this selection is* (*a*) the bigger a bridge, the better; (*b*) man continues to learn as time goes on; (*c*) the best bridges in the entire world are built by engineers trained in America; (*d*) the Mackinac Straits Bridge utilizes wind resistance to build its own strength.

..... 2. *The tone of this selection can best be described by the word* (*a*) proud; (*b*) defensive, apologetic; (*c*) conceited, boastful; (*d*) doubtful.

2. The Dinosaur

¶ THE DINOSAURS were cold-blooded animals, reptiles related to our present-day lizards, snakes, and crocodiles. Living in the periods of the earth's history extending from about 200,000,000 years ago to about 60,000,000 years ago, they lasted a long time indeed.

There were many different kinds of dinosaurs. Some lived entirely on meat; some ate nothing but vegetable matter; and others lived on both. Although the different species looked quite unalike in many ways, they were from the standpoint of anatomy essentially the same creatures.



One of the theories concerning their disappearance is based on the fact that the composition of the air changed as the earth aged. Dinosaurs were slow, sluggish beasts, and their body functions, particularly their metabolism, were so unhurried that they had to eat a great deal just to keep their huge bodies alive. During their time the air did not contain as much oxygen as it does today. As the vegetation on the earth changed, and caused the air to become richer in oxygen, the metabolism of the dinosaurs was stepped up; that is, their food was turned into energy more rapidly. Thus they had to find more and more food and, in seeking it, they often became weak and exhausted. Many actually died of starvation, while others became easy prey to many other creatures, warm-blooded and full of energy, that found the oxygen-rich air to their liking. Many a weakened dinosaur was brought down by an attacker only a fraction of its size and weight.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *In this selection the best main idea is* (*a*) like everything else, dinosaurs have had their day; (*b*) dinosaurs became extinct because they were slow and clumsy; (*c*) an evolution beyond their control caused the extinction of the dinosaurs; (*d*) dinosaurs could not live in oxygen-thin air.

..... 2. *The writing in this selection can best be called* (*a*) informative; (*b*) argumentative; (*c*) lyrical; (*d*) satirical.

3. Skin Diving

¶ THE AQUALUNG is a self-contained device which allows a swimmer to breathe under water for long periods of time. He is free to move about as he wishes, with no heavy equipment and trailing air lines to bother him. Since the invention of this device in 1943, a new sport, known as skin diving, has become popular along the beaches all over the world. With this new equipment, the skin diver can explore underwater depths in a slow, leisurely manner. He can hunt with spear and camera, and be comfortable while doing so. He can be as free as the fish that swim around him.

But there is another side to this rosy picture. Skin diving can be dangerous, too. The swimmer can get in trouble unless he knows a great deal about this new sport. First, he must have a healthy body. He must know exactly how his equipment works, and how deep he can go with it. Then he must remember that speedboats, sharks, and tangled seaweed can all do him great harm in a matter of seconds. He must know that if he becomes exhausted, or gets nitrogen narcosis, he is in great danger of drowning. And the most important rule of all, one he should never violate is this: he must never go into the water alone; he should always have a buddy with him.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *In this selection the best main idea is* (*a*) skin diving is fun but usually dangerous; (*b*) the aqualung was the beginning of skin diving; (*c*) skin diving is fun, but the diver must know what to do and not do; (*d*) a diver should never go in the water alone.

..... 2. *The author implies that* (*a*) since skin diving is so dangerous, it should be abolished; (*b*) the skin diver who goes in alone is an idiot; (*c*) hunting underwater with spear and camera is the best fun in the world; (*d*) even very good sports have drawbacks.

4. The Steam Locomotive

¶ ALTHOUGH THE POWER of steam was known as early as 250 B.C., it was not until about 1800 that an English machine was produced that was able to do hauling over tracks. In the United States the first of a long series of experimental locomotives was operated in about 1830; but, like the French machines, it was of little practical value. During the 100 years following, however, the steam locomotive was refined very rapidly and soon became the major means of hauling freight and passengers. Railroads sprang up from the Atlantic to the Pacific; fortunes were made and lost; and whether a tiny settlement was to become a great city or wither and die depended on its access to a steam railroad. Indeed, much of the rapid economic expansion of the United States was due to the locomotive. The huge steam engine, belching smoke and puffing fiercely, was one of the great symbols of American power and pride.

Yet today, a little more than a hundred years after the steam locomotive took its first infant puffs, it is all but gone. None of the main lines use it much any more. Most of the proud "steamers" are rusting in freight yards or pulling small trains on branch lines. In spite of its great power and dramatic history, the lack

of efficiency has dealt the steam engine its death blow. The economy of the diesel and electric power has created as great and as sudden a revolution in today's transportation as the proud steam engine did in the century before. The giant that defeated the stagecoach and riverboat has itself fallen before the power of electricity.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *The best main idea in this selection is*
(*a*) the steam locomotive had a vital history but was doomed by its inefficiency; (*b*) the steam locomotive made America great; (*c*) it took a hundred years to perfect the steam locomotive; (*d*) electricity is better than steam.

..... 2. *Which of these is the best implication from this selection?*
(*a*) the railroads are the backbone of the United States; (*b*) every dog has his day; (*c*) man is a slow learner; (*d*) Americans are very inventive.

5. Sunburn

¶ SUNBURN IS an inflammation of the skin caused by overexposure to two kinds of rays. The first redness of the skin is a result of infrared rays, but the burn itself is caused by ultraviolet rays. The latter have their effect several hours after exposure. Inflammation varies from a slight pinkish color to severe blistering and loss of skin. Severely burned people may become dizzy, feverish, and quite ill.

As summer comes on, thousands of people rush into the sun without remembering how painful sunburn can be. Some persons are more sure to be burned than others. Blue-eyed people, blondes, redheads, and babies are especially susceptible. High altitude, water, and light-colored beaches help the sun to burn more rapidly. Thin clouds and light fog are no protection, although many people assume that they are.

The best way to prevent sunburn is to take short and frequent exposures. As the skin turns brown slowly, it builds up resistance to the sun through a process of pigmentation. The skin becomes thicker and tougher. The horny layers cause most of the burning rays to "bounce off."

Protection from sunburn can be obtained from clothing, from oils or salves which shield the skin, and from building up a gradual "tan" to act as a shield.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *Which sentence best gives the theme of this selection?*
(*a*) some people burn more easily than others; (*b*) sunburn is always dangerous; (*c*) sunburn is caused by infrared and ultraviolet rays; (*d*) knowing about sunburn and taking proper precautions against it is good sense.

..... 2. *The author's main purpose is to*
(*a*) tell us to be careful of sunburn; (*b*) give some remedies for sunburn; (*c*) give a brief statement of the causes, effects, and preventions of sunburn; (*d*) give a scientific treatment of the causes of sunburn.

6. The Potato

¶ ALTHOUGH LITTLE is really known about its origin, the potato is thought to be a native of the Western Hemisphere. Some of its wild-growing relatives are found in the southwestern parts of the United States and in South America. One theory is that the Spanish conquerors took the potato back to their native land in about 1565. From here the vegetable spread to Portugal, Italy, and western Europe, where it was especially liked by the German people. Perhaps the potato was brought back again to the Western Hemisphere by the English colonists.

Curiously, it was considered poisonous by many Europeans in the seventeenth century, and it was eaten chiefly by the nobles and edu-

cated. Many peasants thought it caused various diseases and brought evil to those who ate it. However, as these false notions disappeared, the potato became one of the basic foods of Europe. Some countries, like Ireland, depended on it almost entirely, and poor crops resulted in great famines.

Today the potato is recognized in most parts of the world as a healthful food, full of energy, vitamins, and minerals. In the United States it grows everywhere, including Alaska; and in the "big" potato states like Maine, Idaho, and California, it is an industry in itself.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *In this selection the writer's main purpose is to*
(*a*) describe the potato from a botanical point of view; (*b*) show that a poor potato crop could cause famine; (*c*) tell about the health-giving qualities of the potato; (*d*) show the general history of the potato.

..... 2. *The tone of this selection is*
(*a*) very critical; (*b*) argumentative; (*c*) historical; (*d*) imaginative.

7. The Starling

¶ THAT FOREIGNER, the starling—a black bird about the size of a robin—is recognized by almost everyone. In winter city people see him roosting by the thousands on the ledges and window sills of tall buildings; and in summer people in the country see him in every field and forest. First introduced to the United States from England in 1890, when someone turned about eighty of the birds loose in Central Park in New York, the starling has since spread slowly westward. It reached the Central States in the 1920's, and is now getting near the Pacific Coast. Before long it probably will be the most numerous bird in the country.

Why has a "foreigner" been able to spread so rapidly in a new country? The answer lies in a number of factors. First, the starling is a tough, aggressive bird, able to live in the hottest and coldest parts of the country with equal ease. It will eat almost anything—fruits, seeds, insects, other birds' eggs, and garbage. Second, it drives other birds away by stealing their eggs, by eating everything in sight, and by taking over every tree hole and birdhouse in the neighborhood. And finally, as we have seen, it is as much at home in the city as in the country.

Although it is not protected as a songbird, and thousands are destroyed every year, the starling keeps right on getting more populous. By many people it is considered a pest and a threat to our native birds, but as yet no way has been found to keep it in check.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *An implication in this story is that*
(*a*) everyone considers the starling a pest; (*b*) we cannot foretell the results of introducing alien species into our country; (*c*) starlings will eventually rule over all American birds; (*d*) starlings never should have been brought to the United States.

..... 2. *What word best describes the author's attitude toward the starling?*
(*a*) hate; (*b*) love; (*c*) indifference; (*d*) concern.



8. Credit Cards

¶ THE WORD "CREDIT" comes from Latin "credo" which means "I trust" or "I believe." We can see, then, that our modern credit cards are simply passes indicating that someone trusts us or believes we will pay for something at a later date. People have given other people credit for thousands of years in hundreds of different civilizations, but only since about 1950 has the modern credit card for food, lodging, goods, and services of all kinds become really popular. Today literally millions of people over the entire world carry a card that entitles them to charge almost anything—and anywhere.

Getting one of these cards is relatively simple. The applicant is subjected to a credit check; that is, inquiries are made about how well he has paid his bills in the past. Next he pays a small fee to the company that issues the card. This fee is usually about five dollars. He is now in business; he can buy anything from a bottle of soda to a cobra snake simply by presenting his card. The company that issues the card makes its money by charging the seller of the soda or the cobra (or whatever it is) a certain per cent of the purchase price. This percentage usually ranges from five to ten. At the end of the month the card holder receives his bill from the credit-card company, and is, of course, expected to pay it. The entire procedure is simple. It is also convenient for the card holder, who does not have to carry much cash, and to the company that issues the card, since it makes a profit on all purchases. Even the seller makes money, for he takes no credit risk, and he sells many items he would never have sold for cash.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *An implication in this essay is that* (*a*) people don't pay their debts very well any more; (*b*) credit is generally evil; (*c*) to buy on credit is the best way to buy; (*d*) systems of giving credit can change quite suddenly.

..... 2. *In this selection the author seems to* (*a*) disapprove somewhat of credit cards; (*b*) conclude that credit cards are popular because they are a convenience; (*c*) take no real interest in credit cards; (*d*) look at credit cards objectively.

9. The Diamond

¶ THE DIAMOND is surely the most dramatic of all precious stones. Since its discovery in India, probably around 500 B.C., the stone has been highly prized, and has probably been the cause of more adventure, thievery, and murder than all other precious stones combined. Although geologists do not agree entirely on how the diamond is formed, most believe that carbon in the molten earth crystallized under heat and pressure to form the stones. The diamonds then came to the surface through the molten rock that made its way upward in volcanoes and other disturbances in the crust of the earth.

For a long time it was believed that India alone had diamond fields, but in the eighteenth century they were found in Brazil. But it was the finding of the vast diamond fields in Africa some hundred and fifty years later that made the diamond the king of precious stones.

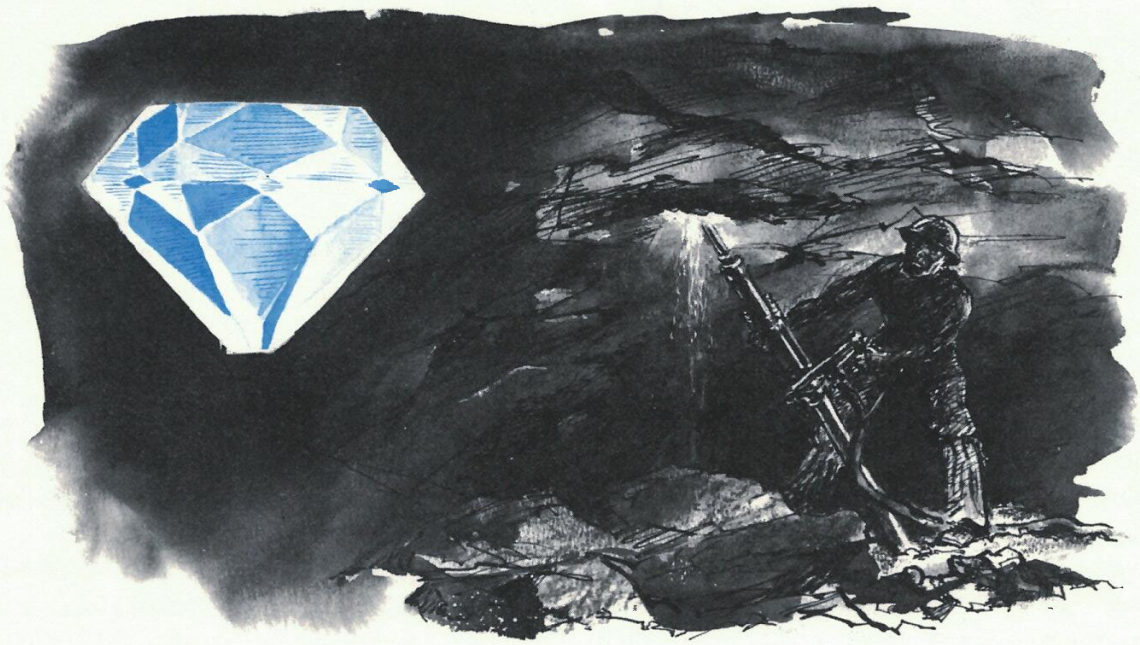
Between 1870 and 1900 billions of dollars worth of diamonds were gathered. The number of stones allowed to enter the market is carefully controlled by the diamond trust; thus the value of a diamond changes very little over the years. The largest and most perfect diamonds, for the most part now held by museums and governments, are priceless. The larger the stone, the more it is worth per carat, provided it is free of imperfections.

In recent years diamonds have been made artificially. These stones, however, are very small, and are used in industry. To make an artificial diamond large enough for a ring would cost far more than a natural diamond is worth. For this reason the artificial diamond does not compete with the stones found in nature, and probably never will. It seems that the diamond will continue to be the "queen of gems."

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *The best main idea in this selection is* (*a*) the diamond is the most important precious stone, and will probably remain so; (*b*) the diamond has a fascinating history; (*c*) artificial diamonds do not compete with natural ones; (*d*) Africa produces most of the world's diamonds.

..... 2. *In this selection the writing can be described as* (*a*) narrative; (*b*) argumentative; (*c*) descriptive; (*d*) expository.



10. Break, Break, Break*

BREAK, break, break,
On thy cold gray stones, O Sea!
And I would that my tongue could utter
The thoughts that arise in me.

O, well for the fisherman's boy,
That he shouts with his sister at play!
O, well for the sailor lad,
That he sings in his boat on the bay!

And the stately ships go on
To their haven under the hill;
But O for the touch of a vanished hand,
And the sound of a voice that is still!

Break, break, break,
At the foot of thy crags, O Sea!
But the tender grace of a day that is dead
Will never come back to me.

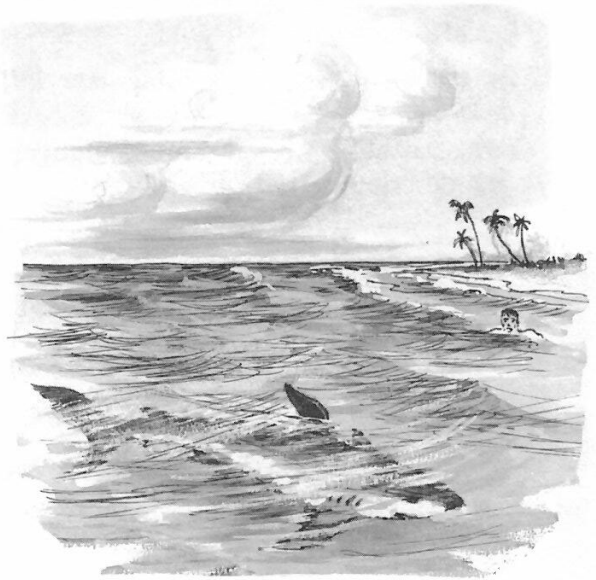
*By Alfred, Lord Tennyson.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *The best main idea in this selection is that* (*a*) the sea offers opportunities for enjoyment but the author fears its power; (*b*) although life goes on happily for many, the author himself sorrows for the loss of someone dear to him; (*c*) children play and men work, but the sea is eternal in its ebb and flow; (*d*) life offers many regrets, even though the ocean is a source of joy for children and sailors.

..... 2. *The tone of this selection can best be described by the word* (*a*) sad; (*b*) romantic; (*c*) bitter; (*d*) matter-of-fact.

11. Sharks



¶ WITH MORE and more people swimming from our beaches every year, the problem of sharks takes on new importance. There are people who still insist sharks never attack human beings unless they are bleeding or otherwise wounded, but this notion has been clearly disproved. In the past few years, on both the Atlantic and Pacific Coasts, there have been documented cases of shark attacks which resulted in death. And just how many of the swimmers who have disappeared were victims of shark attacks will never be known. Clearly, these savage fish can be dangerous. Several species are known to attack human beings, and it is believed by some authorities that certain sharks, once having tasted human blood, develop a taste for it.

The chances that one will encounter a shark are slim, but certain precautions should be taken by everyone. Trailing hands or legs from the side of a boat or raft in warm waters is to be avoided. Swimming far out from beaches is inviting trouble. No swimmer should go great distances from shore alone, or go into the water when nobody else is about. Skin divers, particularly those who venture deep down in the water or among rocks and ledges that serve as hiding places for sharks, are taking unnecessary risks.

If one is in a boat or raft that is rubbed against by a shark, he should remember the creature is not trying to upset his craft to get at him; it is probably trying to rub off sea lice. A blow, especially on the nose, will drive it off. When a swimmer encounters a shark, he should stir up the water by slapping and kicking, and at the same time make noise by shouting. He should also head for shore as quickly as possible.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *An implication in this selection is that* (*a*) a good swimmer doesn't have to worry about sharks; (*b*) sharks will attack anyone in sight; (*c*) swimmers shouldn't worry constantly about sharks, but they should be very careful; (*d*) sharks will go away if one slaps or kicks the water.

..... 2. *Which word best describes the author's attitude in this selection?* (*a*) somewhat hysterical; (*b*) comic; (*c*) judicious; (*d*) pessimistic.

12. Siege of Syracuse (214 B.C.)*

¶ THE ROMANS under Marcellus carried on their attack in two different places, land and sea. Syracuse was in great consternation, apprehensive that nothing could oppose so terrible a power and such mighty efforts. And it would indeed have been impossible to resist them, without the assistance of one single man, whose wonderful industry was everything to the Syracusans: this was Archimedes. He had taken care to supply the walls with all things necessary to a good defence. As soon as his machines began to play on the land side, they discharged upon the Roman infantry all sorts of darts, and stones of enormous weight, which flew with so much noise, force, and rapidity, that nothing could withstand their shock. They beat down

*By Charles Rollin.

and dashed to pieces all before them, and occasioned a terrible disorder in the ranks of the besiegers.

Marcellus succeeded no better on the side of the sea. Archimedes had disposed his machines in such a manner as to throw darts to any distance. Though the enemy lay far from the city, he reached them with his larger and more forcible catapults. When they overshot their mark, he had smaller catapaults, proportioned to the distance; which put the Romans into such confusion, as made them incapable of attempting anything.

This was not the greatest danger. Archimedes had placed lofty and strong machines behind the walls, which suddenly letting fall vast beams, with an immense weight at the end of them, upon the ships, sunk them to the bottom. Besides this, he caused an iron grapple to be let out by a chain; and having caught hold of the head of a ship with this hook, it was lifted up and set upon its stern, and held so for some time; then was let fall again, with its whole weight, either on its head or side, and often entirely sunk.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *In this selection the best main idea is* (*a*) sometimes brains can win over brawn; (*b*) Archimedes was undoubtedly a genius; (*c*) Marcellus was a brave soldier, but he was not a thinker; (*d*) man is always fighting his fellowman.

..... 2. *The writing in this selection can best be described as* (*a*) trite, hackneyed; (*b*) boastful, vaunting; (*c*) factual; (*d*) argumentative.

13. San Francisco Earthquake

¶ On the morning of 18 April, 1906, San Francisco was just beginning to stir for the day's work when suddenly the earth under the city began to lift and buckle, as if a giant mole had burrowed underneath and was heaving it up. Frightened people dashed into the streets; their unbelieving eyes saw familiar buildings crumble and fall, great holes appear suddenly in the streets, and gas and water mains crack open and shoot their contents in all directions.

The cause of all this terror was a fault in the earth's crust—a poor seam, so to speak—known as San Andrea's fault. In one gigantic break, one part of the crust slipped in one direction while the other moved in an opposite direction. The grinding, tearing jerk split the ground open for a distance of about 270 miles. The break came in from the sea, crossed the valleys and mountains, and went out to sea again to move across the ocean floor. The disturbance ran about fifteen feet below the surface of the soil, and shot upwards like an explosion.

It struck San Francisco in two shocks. The first, which lasted about forty seconds, hit at 5:12. After a pause of ten seconds, the second shock, as severe as the first, struck the frightened city. Although it lasted only fifteen seconds, it did more damage than the first. Fires from stoves and ruptured gas mains and electric wires broke out immediately. They burned, almost uncontrolled, for three days, creating temperatures of 2000 degrees. Five hundred city blocks containing 28,000 buildings were destroyed, leaving a quarter of a million people homeless. Four hundred fifty-two people were killed in the earthquake and fire.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *The author's main purpose in this selection is to* (*a*) give information on the cause of earthquakes; (*b*) tell how people reacted to the earthquake; (*c*) show the amount of damage the earthquake did; (*d*) give a broad picture of what happened in and around San Francisco on April 18, 1906.

..... 2. *The tone of this selection is* (*a*) grim, pessimistic; (*b*) dramatic; (*c*) satirical; (*d*) enthusiastic.

14. Walden*

¶ WE MAY IMAGINE a time when, in the infancy of the human race, some enterprising mortal crept into a hollow in a rock for shelter. Every child begins the world again, to some extent, and loves to stay outdoors, even in wet and cold. It plays house, as well as horse, having an instinct for it. Who does not remember the interest with which, when young, he looked at shelving rocks, or any approach to a cave? It was the natural yearning of that portion of our most primitive ancestor which still survived in us. From the cave we have advanced to roofs of palm leaves, of bark and boughs, of linen woven and stretched, of grass and straw, of boards and shingles, of stones and tiles. At last, we know not what it is to live in the open air, and our lives are domestic in more senses than we think. From the hearth the field is a great distance. It would be well, perhaps, if we were to spend more of our days and nights without any obstruction between us and the celestial bodies. Birds do not sing in caves, nor do doves cherish their innocence in dovecots.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... **1.** *In this selection, the best theme can be stated as*
(*a*) children like to stay outdoors; (*b*) our ancestors liked the outdoors; (*c*) birds can live only in the outdoors; (*d*) people of today ought to spend more time with nature.

..... **2.** *Which word best describes what the author is trying to do?*
(*a*) scold; (*b*) poke fun at, ridicule; (*c*) demand; (*d*) explain.

15. Greek Art

¶ FROM ABOUT 600 B.C. through 400 B.C., during a relatively few years as history goes, the Greeks, who worshipped beauty, developed a form of artistic expression that has never been surpassed. Ancient Greek standards of beauty, especially standards for the human body, still are a basic influence on our modern Western ideas of face and form. The Greeks produced a vast array of sculpture. In the opinion of many art experts, the best of these works have never been equalled, anywhere or anytime. Most of the art was destroyed by a succession of wars and conquests—particularly by the wild Teutonic tribes from the north, who seemed determined to break up the works in marble and melt down the works in bronze. But the near perfection of what remains has fascinated man over the years.



Why were the Greeks able to produce such timeless beauty at one moment in history? There is no simple answer, of course, but one of the reasons seems clear enough: the Greeks believed in simplicity. They seemed to know that the clean, uncluttered line, whether in the statue of a woman, a man, or a horse, would never lose favor, would never look dated or odd. They seemed to know too, that a simple blend of poetry and realism produced lasting art. For instance, today the marble head of a charioteer of 2500 years ago looks out at us

*By Henry David Thoreau.

as full of spirit, imagination, and vitality as it must have to the sculptor who made it long ago. And finally, the Greeks believed that harmony should exist in body, mind, and spirit. Who can look at Greek sculpture today without knowing what they meant?

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *Which is the best main idea?*
(*a*) nobody knows why the Greeks could produce great art; (*b*) the Teutonic tribes tried to destroy all Greek art; (*c*) in producing their art, the Greeks followed certain principles which proved to be sound; (*d*) Greek art is great because it is old.

..... 2. *Which words best describe the author's purpose?*
(*a*) to make us like Greek art; (*b*) to convince us that nobody but the Greek produced great art; (*c*) to show possible reasons why the Greeks produced great art; (*d*) to give a history of Greek art.

16. Etiquette

¶ SOME PEOPLE have the notion that "etiquette" or "correct manners" consists of fixed rules that cannot be broken. They believe that anyone who deviates from these "rules" has "poor manners" and ought to memorize the "right" rules. This belief is so persistent that many people fret constantly that they will pick up the wrong fork or say the wrong words when introduced to strangers. To them, unfortunately, good manners consists of two long lists—one of "do" and one of "don't." Whether the rules are reasonable or whether they are based on common sense seems to make little difference; it is the obedience that counts.

Although it is true that many of the social niceties have become formalized, such as saying "How do you do?" when one is introduced, the fact remains that the best behavior is based on one thing and one thing alone—consideration for other people. The soundest social behavior is that which makes the relationships of people smooth, pleasant, and friendly. The "gentleman" is the man who is gentle, not necessarily the one who invariably picks up the right spoon. Knowing the right spoon is fine and ought to be learned, but it is not gentlemanliness; it's merely a bit of knowledge.

It can be seen, then, that truly good manners come primarily from the heart; from kindness, generosity, honesty, and understanding of other people's feelings, and from knowing how to use these attributes to make the world a better and pleasanter place to live in.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *In this selection the best main idea is*
(*a*) good manners are important to success; (*b*) the best manners come from within, not from outward show; (*c*) the "rules" of good conduct are useless; (*d*) a "gentleman" knows which spoon to use.

..... 2. *The author's attitude can best be described as*
(*a*) lofty, arrogant; (*b*) apologetic; (*c*) satirical, sarcastic; (*d*) informative.

17. The Lotos-Eaters*

Lo! in the middle of the wood,
The folded leaf is wooed from out the bud
With winds upon the branch, and there
Grows green and broad, and takes no care,
Sun-steeped at noon, and in the moon
Nightly dew-fed; and turning yellow
Falls, and floats adown the air.
Lo! sweetened with the summer light,
The full-juiced apple, waxing over-mellow,
Drops in a silent autumn night.
All its allotted length of days
The flower ripens in its place,
Ripens and fades, and falls, and hath no toil,
Fast-rooted in the fruitful soil.

*By Alfred, Lord Tennyson.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *An implication in this poem is that*
(*a*) all is well with nature; (*b*) it is unfortunate that winter must come; (*c*) the fall of an apple is a sad thing; (*d*) the plants of nature are sometimes careless.

..... 2. *The writing in this poem can best be described as*
(*a*) tragic; (*b*) comic; (*c*) lyrical; (*d*) factual.

18. Hunting a Bee Tree

¶ THE HONEYBEE is not native to America. It was brought over from Europe by the early settlers. Some of these bees left their hives in the form of swarms and made homes in the hollow trees of the New England forests. From there, during the next hundred years, the little honey-gatherer has spread to most sections of the United States. During summer, when flowers are plentiful, almost every family of bees divides into two or three families; thus the bee population is always on the increase.

In years gone by, many country boys secured a supply of honey by finding a bee tree and cutting it down. (The bees were usually put into a hive, and thus were kept alive to make more honey.) The method of finding a bee tree was simple. In late summer, usually when few plants were in bloom, a half cup or so of honey or sugar water or a piece of honeycomb, if possible, was placed in a shallow dish or pie-pan in an open field. After a few bees had found the sweet, and had gone to their home with the good news, they returned with many others. Before long the bee hunter was able to tell in which direction the bees were flying to get back home, since bees fly in a straight line. He then picked up his dish or pan and carried it in a half mile or so in the direction the bees had gone. Here he set it out again and waited until it was found. This process of following was repeated until he found the bee tree. If in his last move he went beyond the tree, he knew so at once, since the bees would then be taking off in the opposite direction from their previous flights. With a little experience, the average farm boy could find a tree in a matter of a few hours.

In the blank at the beginning of the sentence write the letter of the correct answer.

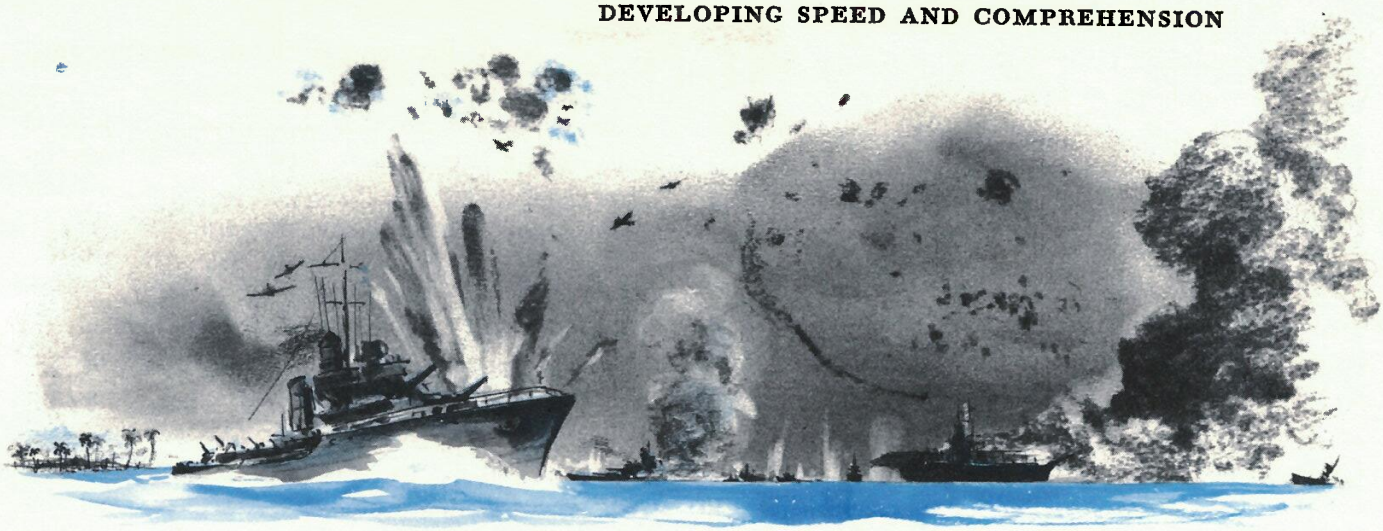
..... 1. *In this selection which is the best implication?*
(*a*) farm boys often found bee trees by using a method requiring judgment and common sense; (*b*) wild bees were stupid to allow farm boys to locate their homes; (*c*) although bees are not native to America, they have spread very rapidly; (*d*) farm boys were cruel to cut down bee trees.

..... 2. *The writing in this selection can best be described as*
(*a*) factual; (*b*) boastful; (*c*) sad; (*d*) imaginative.

19. The Battle of Leyte Gulf

¶ THE STRATEGY of the United States in the war against Japan was to carry on an island-hopping campaign, with Japan as the final objective. Each victory was to provide a stepping-stone for the next invasion. The final steppingstones were to be the Philippines and Okinawa. The conquest of the Philippines began with the landing on Leyte, the eighth largest island in the group. Leyte was to be a base for all future action in the Philippines.

Each American victory brought Japan closer to defeat, and the Japanese knew something had to be done. A victory in the Philippines would be the answer. Consequently the Japanese admirals devised a plan for the destruction of the American forces at Leyte. The objective was the American shipping in Leyte Gulf, an anchorage crammed with troops and supplies that were to be used for the push further inland. Although they were greatly outnumbered, the



Japanese were counting on the element of surprise as a point in their favor. They realized they would have to divide their naval strength into several main groups, in hopes that one of the groups would succeed in breaking through one of the smaller American forces. The Northern Group was to act as a diversionary force to lure the main strength of the Americans away from Leyte Gulf; the Central Group was to attempt a breakthrough into the gulf via the San Bernardino Straits; and the Southern Group was to force the entrance to Leyte Gulf from the south.

The battle commenced at dawn on the morning of October 23, 1944. The first two Japanese forces to be detected by the Americans were the Southern Group and the Central Group. These two underwent immediate attack by carrier-based planes of the Third Fleet and were optimistically reported to have suffered heavy damage. About this time Admiral Halsey received word that the Northern Group was steaming south along the eastern coast of the island of Luzon. He thought he saw his opportunity and wasted no time in gathering the Third Fleet together and rushing north to meet the enemy. He believed that the Southern and Central Forces were incapable of doing serious harm until he could return. But he was mistaken, for the Japanese Central Group was already headed for the shipping in Leyte Gulf. Halsey continued north under the cover of darkness and fell upon a completely surprised enemy at dawn. But by the time he had succeeded in defeating this Northern Group, the Central Group had burst through San Bernardino Strait and was nearing Leyte Gulf, destroying American light carriers and destroyers on its way.

Meanwhile the Southern Japanese Group had been broken. During the hours of darkness it had fallen into a trap set by Admiral Kincaid, and had been put to rout. Now the Japanese admiral of the Central Group, who in the next few hours could have destroyed many of the American transports in Leyte Gulf, decided to turn back, just when his moment of victory was assured. Why he did so has never been made very clear. The Japanese Northern Group had lured Admiral Halsey, as planned, but this Central Group had failed to carry out its mission.

Thus ended the battle of Leyte Gulf, considered by many naval historians one of the greatest battles of naval history.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *An implication in this selection is that the*

(*a*) Japanese made mistakes and the Americans did not; (*b*) Americans knew they could not possibly lose the battle; (*c*) Japanese were afraid of the American naval forces; (*d*) decision of a single human being can have far-reaching results.

..... 2. *In this selection the author's attitude can best be described as*

(*a*) highly prejudiced; (*b*) objective; (*c*) cheerful, animated; (*d*) pessimistic, forlorn.

20. Death of Admiral Nelson at Trafalgar*

¶ It had been part of Nelson's prayer that the British fleet might be distinguished by humanity in the victory which he expected. Setting an example himself, he twice gave orders to cease firing upon the *Redoubtable*, supposing that she had struck, because her great guns were silent; for, as she carried no flag, there was no means of instantly ascertaining the fact. From this ship, which he had thus twice spared, he received his death. A ball fired from her mizzen-top, which, in the then situation of the two vessels, was not more than fifteen yards from that part of the deck where he was standing, struck the epaulette on his left shoulder—about a quarter after one, just in the heat of the action. He fell upon his face, on the spot which was covered with his poor secretary's blood. Hardy, who was a few steps from him, turning around, saw three men raising him up.

"They have done for me at last, Hardy," said he.

"I hope not!" cried Hardy.

"Yes," he replied; "my back bone is shot through." Yet even now, not for a moment losing his presence of mind, he observed, as they were carrying him down the ladder, that the tiller ropes, which had been shot away, were not yet replaced, and ordered that new ones should be rove immediately; then, that he might not be seen by the crew, he took out his handkerchief, and covered his face and his stars.

In the blank at the beginning of the sentence write the letter of the correct answer.

..... 1. *The best main idea in this selection is*
(*a*) Admiral Nelson died a hero's death, but he fell to the deck unnoticed by his men; (*b*) Nelson was a humane conqueror, but he was also a leader who bore the responsibilities of his high post; (*c*) Nelson's death struck fear into the hearts of his officers and men; (*d*) if Nelson had given orders to sink the *Redoubtable* he would not have been killed in this battle.

..... 2. *The chief purpose of the writer of this selection was to*
(*a*) show that Nelson died unnecessarily; (*b*) portray the last actions of this British naval hero; (*c*) indicate the horror and bloodshed of naval warfare in Nelson's time; (*d*) prove that British might at sea was invincible.

21. Bread

¶ The history of bread is very nearly as old as the history of man. The "staff of life" is mentioned almost as soon as man began to keep records of his activities, and bread has been found in vaults as far apart as the tombs of Egypt and the cliff dwellings of North American Indians. Just as surely as man gathered seeds and grains, he began to grind and pound them. Perhaps he did not at first bake them, but it did not take him long to put in some water and place the mixture over a fire. And right down to this day, what is more delicious than hot biscuits or hot corn bread? For thousands of years endless families have started the day with such a delicacy from the oven. A woman's reputation as a cook often depended on the quality of her home-made bread, and indeed in some areas still does.

American women have long held their place as bread-makers equal to the best anywhere. Many a European has praised the "hot breads" found on the tables in all sections of our country. And yet for us in the United States one gnawing doubt remains.

You can hardly find one traveling American who thinks the bakery-made bread of the United States can equal that made anywhere in Europe, or for that matter, made almost anywhere in the world. Americans returning from abroad may disagree about French or Italian or Japanese cooking, but few will complain about the bread. On the other hand, can you find a foreigner who likes our "store-bought" bread? For that matter, can you find many Americans who think it is half as good as the home-made kind?

Why, in a country where we have succeeded in so many areas, have we failed here?

In the blank at the beginning of the sentence write the letter of the correct answer.

_____1. *The author's attitude in this piece can best be described as*
(*a*) factual and questioning; (*b*) oversweet and exaggerated; (*c*) opinionated; (*d*) jeering and cynical.

_____2. *What are the writer's main intentions?*
(*a*) to belittle American bakeries; (*b*) to praise European bread; (*c*) to cheer American housewives; (*d*) none of the above.

22. The World's Wonders

¶ WHATEVER CONTINUES to urge men to make decisions upon such matters, people have long enjoyed stating their choices of the "Seven Wonders of the World," or "Modern America's Eight Wonders," or perhaps the "Seventeen Most Visited Art Galleries in Europe."

Countless persons of the past have taken great satisfaction in concluding that the Egyptian pyramids must be one of the world's seven wonders. What are some of the others? Well, there are the ancient hanging gardens of Babylon that Nebuchadnezzar built for his queen about 600 B.C. Not to be forgotten are the statue of Zeus at Olympia, an enormous figure, a Temple of Artemis at Ephesus, the Mausoleum of Halicarnassus, the Colossus of Rhodes—another huge statue now completely gone, and a lighthouse at Alexandria, called the Pharos. All are of the ancient world, and many exist today only in the words once set down to celebrate the impressions made upon viewers.

For modern North American constructions, would you care to consider the Flatiron Building, New York's first skyscraper? Also in New York City is the Woolworth Building, but its extensive Gothic ornamentation has become old-fashioned. Washington, D.C. boasts of the Lincoln and Jefferson Memorials, two most impressive sights, as well as some statues and structures that many would prefer never to see or mention. The Hoover Dam and those at TVA—these too are astonishing manifestations of man's constructive prowess.

What are your selections? Or do you prefer Nature's own wonders like Niagara Falls, Pike's Peak, the breath-taking Alps? These, any or all, become *the* wonders of the world, if you choose to think them so, for wonder, like beauty, is in the eye of the beholder.

In the blank at the beginning of the sentence write the letter of the correct answer.

_____1. *The best main idea in this selection is*
(*a*) the ancient Seven Wonders are still the most significant of man's productions; (b) New York City and Washington, D.C. are the centers of architectural wonders in America; (*c*) choosing certain structures as the most important is absurd; (*d*) anyone can choose his own wonders because natural or man-made sights are as significant as one judges them to be.

_____2. *The tone of this selection can best be described by the word*
(*a*) sad; (*b*) matter-of-fact; (*c*) romantic; (*d*) cynical.



23. Siege Fever

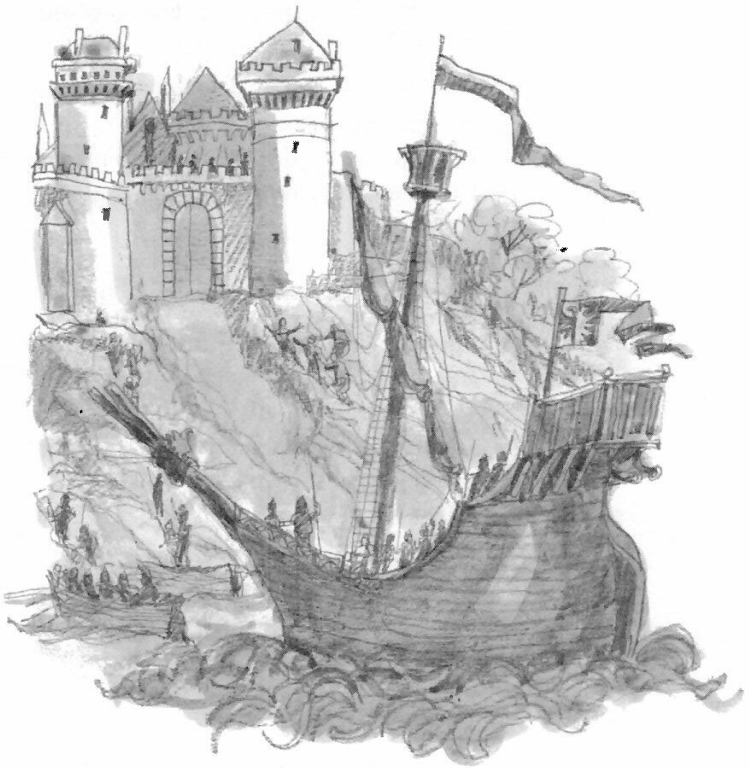
¶ THE GREAT CASTLES built by both the Crusaders and Muslims were some of the most celebrated fortresses of all time. Built anywhere from sea level to as high as 6000 feet in the mountains, on forbidding cliffs or treacherous islands, their double and triple walls surrounding an inner "keep" suggested they could never be conquered. And yet almost all of them were, sooner or later. Why did these giants of stone, one by one, fall to the besiegers?

"Siege fever" was surely one of the causes. Of course it was not a fever at all, except psychologically. But the defenders were usually affected by it, because they were almost prisoners; all they could do was wait and wait, and then try to repel the invaders. They could not act until the enemy did. They could only watch and wait. It must have been unnerving to see the enemy, out in the open and free, looking up, planning how to attack. The initiative was theirs. Time was on their side. And when they decided on their strategy—whether to use catapults, scaling ladders, towers, rams, bores, mining, or a combination of these, the defenders must have shuddered at the first assault.

To see a huge tree trunk used as a battering ram being pounded again and again on the same spot on the castle wall, or to hear the enemy drills slowly boring into the masonry—these must have been tense, unnerving moments indeed. And even more frightening, surely, was to see and hear nothing at all but to realize that somewhere under the great defending wall the besiegers were mining—hollowing out a vast cavern which would cause the wall to come thundering down in a mass of rubble, opening up a gap through which the army could pour into the castle grounds.

On dark nights as the look-outs paced their stations atop the outer wall, as the knights lay uneasily in their pallets, their armour ready, as the commanding king or prince lingered in his "keep" —surely all had in common these never-ending thoughts: Where are the besiegers now? What are they doing? What are their plans?

But maybe the most terrifying condition of all was to know the invaders intended to do nothing at all—except wait.



History tells us that some of the great fortresses showed no signs of having been assaulted; not a stone had been torn loose. And yet they surrendered. Is it perhaps simply that the defenders could no longer bear the waiting, the unknown, and bowed to the inevitable? Could they have become so emotionally overwhelmed that they ran up the white flag, perhaps to besiegers who had not even shot an arrow, but who had simply sat waiting quietly at the gates, knowing surrender was bound to come from those inside, smitten, as defenders so often were, by that most relentless disease of castles—"siege fever"?

In the blank at the beginning of the sentence write the letter of the correct answer.

_____**1.** *In this selection the best main idea is*
(*a*) it was a waste of time to build the great castles; (*b*) besieging castles was great sport; (*c*) in general, the defenders of castles were inclined to be cowards; (*d*) psychological warfare can be as important as the use of real weapons.

_____**2.** *How does the author feel about the Crusaders and Muslims?*
(*a*) he hates them; (*b*) he doesn't say; (*c*) he admires them; (*d*) he thinks they were foolish.

24. Cleopatra and Antony *

¶ CLEOPATRA, LEST Antony should escape her, never lost sight of him, nor quitted him day or night, but was always employed in diverting and retaining him in her chains. She played with him at dice, hunted with him, and, when he exercised his troops, was always present. Her sole attention was to amuse him agreeably, and not to leave him time to conceive the least disgust.

One day when he was fishing with an angle, and catched nothing, he was very much vexed on that account, because the queen was of the party, and he was unwilling to seem to want skill or good fortune in her presence. It therefore came into his thoughts to order fishermen to dive secretly under water, and to fasten to his hook some of their large fishes, which they had taken before. That order was executed immediately, and Antony drew up his line several times with a great fish at the end of it. This artifice did not escape the fair Egyptian. She affected great admiration and surprise at Antony's good fortune; but told her friends privately what had passed, and invited them to come the next day and be spectators of a like pleasantry. They did not fail. When they were all got into the fishing-boats, and Antony had thrown in his line, she commanded one of her people to dive immediately into the water, to prevent Antony's divers, and to make fast a large salt fish, one of those that came from the kingdom of Pontus, to his hook. When Antony perceived his line had its load, he drew it up. It is easy to imagine what bursts of laughter arose at the sight of that salt fish; and Cleopatra said to him, "Leave the line, good general, to us, your business is to fish for cities, kingdoms, and kings."

* *From THE ANCIENT HISTORY OF THE EGYPTIANS by Charles Rollin.*

In the blank at the beginning of the sentence write the letter of the correct answer.

_____ 1. *Which is the best main idea for this selection?*
(*a*) Cleopatra wanted to disgrace Antony; (*b*) Antony was stupid; (*c*) Cleopatra had a nice sense of humor; (*d*) it always takes a queen to fool a Roman.

_____ 2. *The author's attitude toward Cleopatra is* (*a*) disgust; (*b*) total admiration; (*c*) hostility; (*d*) warm neutrality.

Key to Getting the Idea

	First Answer	Second Answer
1. Mackinac Straits Bridge	b	a
2. The Dinosaur	c	a
3. Skin Diving	c	d
4. The Steam Locomotive	a	b
5. Sunburn	d	c
6. The Potato	d	c
7. The Starling	b	d
8. Credit Cards	d	b
9. The Diamond	a	d
10. Break, Break, Break	b	a
11. Sharks	c	c
12. Siege of Syracuse	a	c
13. San Francisco Earthquake	d	b
14. Walden	d	d
15. Greek Art	c	c
16. Etiquette	b	d
17. The Lotos-Eaters	a	c
18. Hunting a Bee Tree	a	a
19. The Battle of Leyte Gulf	d	b
20. Death of Admiral Nelson at Trafalgar	b	b
21. Bread	a	d
22. The World's Wonders	d	b
23. Siege Fever	d	b
24. Cleopatra and Antony	c	d

BUILDING VOCABULARY

Importance of Vocabulary

MOST HIGH SCHOOL students resist the learning of new words; they prefer to use the same expressions over and over again rather than make the effort to increase their vocabularies. Some of the more rebellious ones will even coin their own vocabularies in a futile effort to defy convention. This in itself becomes conventional and soon they realize they are guilty of the very thing which they condemn. It is merely a cycle which *must* come back to the importance of having an extensive, fluid ability to use the language. And the language is only as limited as the number of vocabulary words you have at your command.

If you wish to communicate thoughts and feelings and acquire ideas, you must know words. The more words you know, the better you will be able to express yourself and to understand what you read and hear. You have only to watch various people being interviewed on television. Some make their points clearly and fully, because they have a good command of the language. We respect them. Others fumble around for words, use trite phrases, and even misuse words. We feel embarrassed for them. Put yourself in their positions. Which one would you be?

The value of having a good vocabulary cannot be overstated. It is one way in which you will be judged as a person by everyone who meets you. Perhaps this is not always fair, but it is true. It has been demonstrated that vocabulary scores on entrance tests at several large universities are an excellent indication of how well students will succeed in college. A high score indicates the student will almost always do well, and a low score usually means the student will have difficulty doing college work and may even have to drop out. Likewise, in the business and professional worlds, it has been found that the one single quality that successful men and women share is the possession of a large working vocabulary.

How good is your vocabulary? Let's find out. Within the next four pages are five graded-vocabulary tests. Start with the first and go as high as your grade level indicates.

Test 1. *The words in this test are words that boys and girls with a good vocabulary might be expected to know by the time they enter seventh grade. In the blank at the beginning of each sentence write the letter of the correct answer.*

..... **1.** *Grope* (grōp) means to
(*a*) combine in a group; (*b*) slap; (*c*) feel one's way; (*d*) complain.

..... **2.** *Hew* (hū) means to
(*a*) shout; (*b*) blush; (*c*) bow one's head; (*d*) chop.

..... **3.** *Esquire* (ĕs · kwīr′) means
(*a*) department store owner; (*b*) title of courtesy; (*c*) knight; (*d*) escort.

..... **4.** *Ascertain* (ăs′ ẽr · tān′) means to
(*a*) promise; (*b*) ask; (*c*) get to know; (*d*) take an oath.

..... **5.** *Glen* (glĕn) means
(*a*) film or coating; (*b*) dog trained for hunting; (*c*) secluded narrow valley; (*d*) oil well with a large flow.

..... **6.** *Ascent* (*ă* · sĕnt′) means
(*a*) running away from; (*b*) placing in the center; (*c*) going up; (*d*) hunting animals by the means of the sense of smell.

..... **7.** *Illustrious* (ĭ · lŭs′ trĭ · *ŭs*) means
(*a*) glossy, shiny; (*b*) uneducated; (*c*) famous, noted; (*d*) unlawful.

..... **8.** *Ply* (plī) means to
(*a*) turn up the earth; (*b*) cut metal wire; (*c*) walk slowly; (*d*) work at steadily.

..... **9.** *Contrive* (kŏn · trīv′) means to
(*a*) take away from; (*b*) work hard; (*c*) contribute; (*d*) invent.

.....**10.** *Turf* (tûrf) means
(*a*) upper layer of earth; (*b*) Oriental dress; (*c*) large South American bird; (*d*) tower.

.....**11.** *Disdain* (dĭs · dān′) means to
(*a*) dishonor, disgrace; (*b*) despise; (*c*) discover; (*d*) dismiss.

.....**12.** *Exposition* (ĕks′ pŏ · zĭsh′ *ŭn*) means
(*a*) public showing; (*b*) location; (*c*) death; (*d*) exercise.

Because words are the tools of expression, you must pay attention to words whether you wish to or not. Unless you resort to sign language—and anyone can see the limitations of such a practice—you must of necessity use words in social situations, in school, on the job, and in every area of activity. The better your supply of words, the more successfully and effectively you can engage in these activities. Improvement of vocabulary is clearly worth while.

Test 2. *The words used in this test are words that boys and girls with a good vocabulary might be expected to know by the time they enter eighth grade. In the blank at the beginning of each sentence write the letter of the correct answer.*

..... **1.** *Ewe* (ū) means
(*a*) evergreen tree; (*b*) water jug; (*c*) South American bird; (*d*) female sheep.

..... **2.** *Knell* (nĕl) means
(*a*) sound of a bell; (*b*) knot in wood; (*c*) cheat; (*d*) hilltop.

..... **3.** *Flora* (flō′ *rȧ*) means
(*a*) native plants of a particular region; (*b*) choicest part of anything; (*c*) Spanish silver coin; (*d*) spring from which a stream flows.

..... **4.** *Veranda* (vĕ · răn′ *dȧ*) means
(*a*) green growth; (*b*) garden flower; (*c*) dizziness; (*d*) porch.

..... **5.** *Canto* (kăn′ tō) means
(*a*) slang spoken by thieves, gypsies, beggars, etc.; (*b*) division of a long poem; (*c*) raised part at the rear of a saddle; (*d*) leader of a choir.

..... **6.** *Rue* (rōō) means to
(*a*) repent of; (*b*) weaken; (*c*) turn from side to side; (*d*) cause to lose color.

..... **7.** *Chaff* (chȧf) means
(*a*) coarse blanket; (*b*) husks of grain; (*c*) European finch; (*d*) dregs of malted barley.

..... **8.** *Manor* (măn′ ẽr) means
(*a*) habit; (*b*) something that envelops or covers; (*c*) large landed estate; (*d*) parsonage.

..... 9. *Aggregate* (ăg′ rẽ · gȧt) means
(*a*) substitute; (*b*) total; (*c*) mob leader; (*d*) free gift.

.....10. *Entice* (ĕn · tīs′) means to
(*a*) conceal from view; (*b*) guard in a secret place; (*c*) tempt; (*d*) twine together.

.....11. *Dire* (dīr) means
(*a*) immediate; (*b*) not clearly seen; (*c*) fearful; (*d*) cruel.

.....12. *Heretic* (hĕr′ ĕ · tĭk) means
(*a*) person who announces important news; (*b*) any of a family of wading birds; (*c*) one who holds opinions that are contrary to customary views; (*d*) high-ranking church official.

A person usually has acquired more than half his vocabulary by the time he is twenty-four years old. Because of this fact, the time for you as a high school student to build up your vocabulary is now. Each day you should welcome and seize every opportunity to improve your mastery over words since future success or failure may depend upon such power.

Test 3. *The words used in this test are words that boys and girls with a good vocabulary might be expected to know by the time they enter ninth grade. In the blank at the beginning of each sentence write the letter of the correct answer.*

..... 1. *Guise* (gīz) means
(*a*) countrified person; (*b*) narrow, rocky valley; (*c*) external appearance; (*d*) reverence.

..... 2. *Pique* (pēk) means
(*a*) quick turn or whirl of a horse; (*b*) wounded pride; (*c*) sharp-pointed instrument; (*d*) boat shaped like a canoe.

..... 3. *Assailant* (ă · sāl′ ănt) means
(*a*) person who attacks; (*b*) person who kills secretly; (*c*) collection of person or things; (*d*) person who longs for something.

..... 4. *Nebula* (nĕb′ ū · lȧ) means
(*a*) death notice; (*b*) minute particle of matter; (*c*) recess or hollow in a wall; (*d*) luminous formation in the heavens.

WHY PEOPLE TODAY SAY

spinach The leafy green plant that children are supposed to dislike so much today was once a rare delicacy in England, and only the wealthy could afford to buy or raise it. British sea dogs were responsible for introducing it in England. The Arabs called it *isfānākh,* but the nearest the British could get to it was *spinach.*



..... 5. *Annals* (ăn′ ălz) means
(*a*) publications appearing once a year; (*b*) plants living only one year; (*c*) ring-like formations; (*d*) historical records.

..... 6. *Insurrection* (ĭn′ sŭ · rĕk′ shŭn) means
(*a*) material that does not conduct electricity; (*b*) unconscious skill or agility; (*c*) revolt; (*d*) opposition.

..... 7. *Purge* (pûrj) means to
(*a*) cleanse or free of impurities; (*b*) steal; (*c*) purchase provisions; (*d*) make fit for any occupation.

..... 8. *Chasm* (kăzm) means
(*a*) in England, an unfenced game preserve; (*b*) French feudal castle; (*c*) deep yawning gap, as in the earth's surface; (*d*) chain worn at the waist, as for keys or trinkets.

..... 9. *Indictment* (ĭn · dīt′ mĕnt) means
(*a*) cycle of fifteen years; (*b*) state of being very poor; (*c*) formal written accusation of a crime; (*d*) act intended to lower the self-respect of another.

.....10. *Burgher* (bûr′ gẽr) means
(*a*) bin for storing coal; (*b*) citizen; (*c*) fortified town; (*d*) treasurer.

.....11. *Ken* (kĕn) means
(*a*) cattle; (*b*) relationship; (*c*) fate; (*d*) understanding.

.....12. *Sumptuous* (sŭmp′ tū̆ · ŭs) means
(*a*) brief; (*b*) various; (*c*) luxurious; (*d*) sulky.

Increasing your vocabulary may present difficulties and will require work. There is no quick and easy way to acquire a good vocabulary. You can use a dictionary, memorize lists of words, study prefixes and roots, and pay attention to words in all reading and listening activities. The best way, however, to improve vocabulary is through wide reading. Many words look alike or sound alike, and through reading one becomes aware of distinctions. Furthermore, the same word may have different meanings in different situations. For example, a person might walk *fast,* hold *fast* to a railing, or *fast* for two days. Unless an individual has a wide acquaintanceship with words in many situations, often he cannot apply the correct meaning.

Test 4. ***The words used in this test are words that boys and girls with a good vocabulary might be expected to know by the time they enter tenth grade. In the blank at the beginning of each sentence write the letter of the correct answer.***

..... **1.** *Anemone* (*a* · nĕm′ ō · nē) means
(*a*) instrument that predicts changes in the weather; (*b*) plant of the crowfoot family; (*c*) barometer containing no liquid; (*d*) condition of the body resulting from a lack of red corpuscles.

..... **2.** *Vehemence* (vē′ ē · mĕns) means
(*a*) rate of motion of a moving object; (*b*) wordiness; (*c*) passionate earnestness; (*d*) truthfulness.

..... **3.** *Usurp* (ū · zûrp′) means to
(*a*) escort; (*b*) seek to influence the will of; (*c*) give support or encouragement to; (*d*) take possession of by force.

..... **4.** *Glade* (glād) means
(*a*) open space in a wood or forest; (*b*) broadsword; (*c*) narrow, secluded valley; (*d*) husk of corn or grasses.

..... **5.** *Albeit* (ôl′ bē′ ĭt) means
(*a*) in spite of; (*b*) except when; (*c*) concerning; (*d*) even though.

..... **6.** *Entail* (ĕn · tāl′) means to
(*a*) involve; (*b*) tempt; (*c*) give a right or claim to; (*d*) trespass.

..... **7.** *Forage* (fŏr′ ĭj) means to
(*a*) plan in advance; (*b*) go in search of provisions; (*c*) prevent, as a disaster; (*d*) pass through by force, as a hostile country.

..... **8.** *Rivulet* (rĭv′ ū · lĕt) means
(*a*) little stream or brook; (*b*) bank of a stream; (*c*) necklace having several strands of gems; (*d*) metal pin or bolt.

..... **9.** *Segment* (sĕg′ mĕnt) means
(*a*) arousing of discontent against the government; (*b*) act of burying the dead; (*c*) solid substance which settles at the bottom of a liquid; (*d*) section or portion.

.....**10.** *Mart* (märt) means
(*a*) mark of distinction; (*b*) market; (*c*) oceanic game fish; (*d*) German coin.

.....**11.** *Reiterate* (rē · ĭt′ ēr · āt) means to
(*a*) put on a firm basis; (*b*) refund; (*c*) give new strength to; (*d*) repeat again and again.

.....**12.** *Liege* (lēj) means
(*a*) faithful; (*b*) free; (*c*) powerful; (*d*) limber.

Through reading, one develops a "feel for words." Even though a dictionary may give a definition that seemingly applies in a certain situation, the word may be incorrect simply because through usage it has acquired a different shade of meaning. The wide reader is aware of this distinction. He may not know the reason a certain word does not fit, but through his past association he just has the "feeling" one word applies or another does not, even though their dictionary definitions may be the same. For example, *profound* means deep. However, a *profound lake* is incorrect, but *profound thought* is correct. The person who reads widely senses such differences.

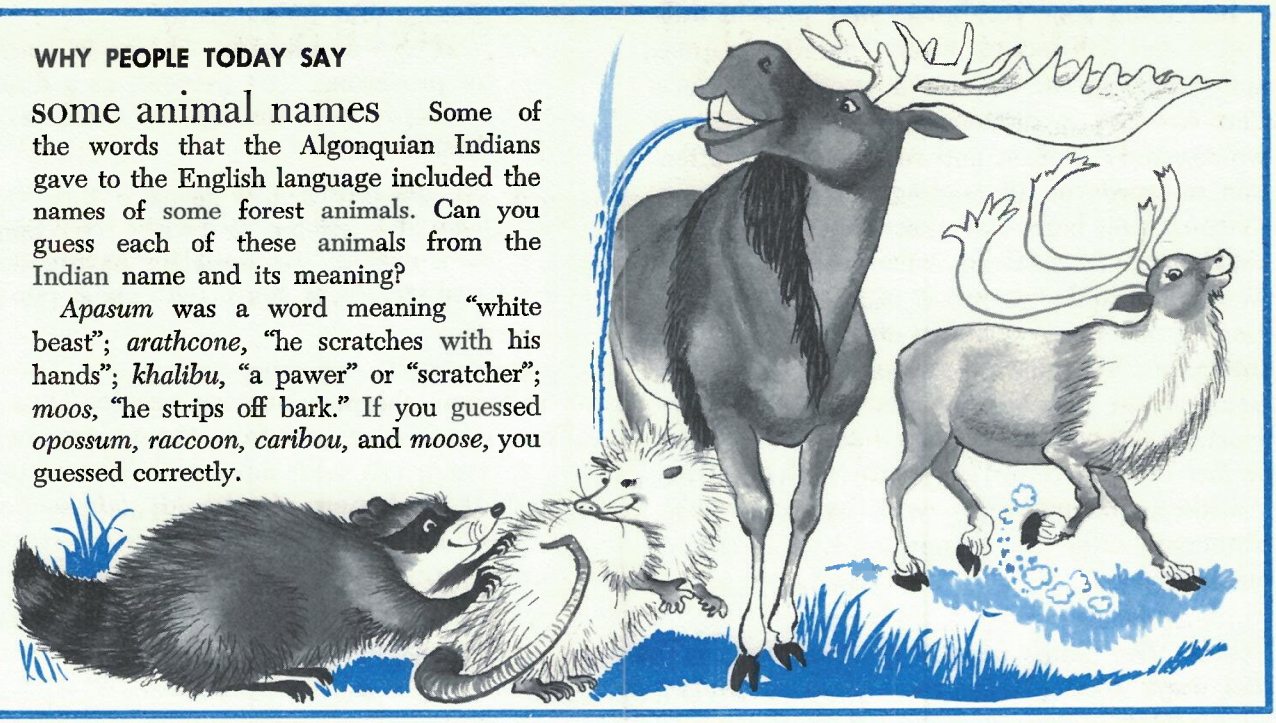
Just as reading improves vocabulary, so increase in vocabulary improves reading. The more words a person knows, the more he gains from his reading. In addition to understanding more, the person with a good knowledge of words can read faster. Rate and comprehension both increase.

WHY PEOPLE TODAY SAY

some animal names

Some of the words that the Algonquian Indians gave to the English language included the names of some forest animals. Can you guess each of these animals from the Indian name and its meaning?

Apasum was a word meaning "white beast"; *arathcone,* "he scratches with his hands"; *khalibu,* "a pawer" or "scratcher"; *moos,* "he strips off bark." If you guessed *opossum, raccoon, caribou,* and *moose,* you guessed correctly.



Test 5. ***The words used in this test are words that boys and girls with a good vocabulary might be expected to know by the time they enter eleventh grade. In the blank at the beginning of each sentence write the letter of the correct answer.***

..... **1.** *Consternation* (kŏn′ stĕr · nā′ shŭn) means
(*a*) dismay; (*b*) group of distinguished persons; (*c*) sympathy; (*d*) loyalty.

..... **2.** *Ignoble* (ĭg · nō′ b'l) means
(*a*) uneducated; (*b*) formed under intense heat; (*c*) not capable of being read; (*d*) of low birth or station.

..... **3.** *Pernicious* (pĕr · nĭsh′ ŭs) means
(*a*) changeless; (*b*) capable of allowing penetration by fluids; (*c*) hard; (*d*) hurtful.

..... **4.** *Absolve* (ăb · sŏlv′) means
(*a*) sneak off; (*b*) put an end to; (*c*) acquit, forgive; (*d*) repeal, abolish by authority.

..... **5.** *Jocund* (jŏk′ ŭnd) means
(*a*) sad; (*b*) dry; (*c*) triumphant; (*d*) gay.

..... **6.** *Sagacity* (sȧ · găs′ ĭ · tĭ) means
(*a*) culture; (*b*) faith; (*c*) keenness; (*d*) intelligence.

..... **7.** *Prolific* (prō · lĭf′ ĭk) means
(*a*) noted; (*b*) fruitful; (*c*) ready; (*d*) successful.

..... **8.** *Verdure* (vûr′ dy̆r) means
(*a*) greenness; (*b*) dangerous undertaking; (*c*) highest point; (*d*) outlet.

..... **9.** *Subsistence* (sŭb · sĭs′ tĕns) means
(*a*) inheritance; (*b*) means of livelihood; (*c*) obedience; (*d*) gift made to aid another financially.

.....**10.** *Zenith* (zē′ nĭth) means
(*a*) keen enjoyment; (*b*) one who goes to extremes in his earnestness for a cause; (*c*) old guitarlike stringed instrument; (*d*) greatest height.

.....**11.** *Fluctuation* (flŭk′ tu̇ · ā′ shŭn) means
(*a*) something done in a dashing manner; (*b*) insult; (*c*) constantly changing; (*d*) marketing of stock or bonds.

.....**12.** *Pall* (pôl) means to
(*a*) whimper; (*b*) ring slowly and solemnly; (*c*) turn pale; (*d*) become wearisome.

Because vocabulary is extremely important to success in most of the activities in life, you should welcome every opportunity to learn new words. The exercises that follow provide this opportunity for improving vocabulary.

Where "English" Comes From

As you converse with your companions and write whatever is necessary from day to day, you use words to express yourself—as tools to communicate your meaning. But for a good understanding of your language and its words, it is helpful to know something about where these words came from. The very commonest of modern English words came from the language of those people who lived in the British Isles. For instance, this list of ten words goes back to Anglo-Saxon times. They have just about the same meanings now that they had centuries ago:

father	**moon**
mother	**one**
fire	**two**
water	**uncle**
summer	**autumn**

But along with these *native* words which have come down to us through the centuries, the people who used our language took many expressions from those they came in contact with. Generally speaking, Latin words have been most frequently borrowed. Next in importance are words from ancient Greek, French, and the Scandinavian languages. But English-speaking peoples have always been active in adopting new words wherever they came from. Consequently, your dictionary contains many words from a surprising number of languages. The following words will show you some unexpected origins of fairly common words in modern usage:

potato — Spanish, from a word native to Haiti
carpet — Old French, from Latin
rug — Scandinavian
taboo — Polynesian
jade — French, from Spanish
khaki — Hindu, from Persian
keg — Scandinavian
tomahawk — American Indian
marimba — Bantu
theater — French, from Latin, from Greek

Of course you are not expected to make a study of the history of our language in order to improve your vocabulary, but it will be helpful to know something about the growth of English as we speak it today. Anglo-Saxon is the first form of English that we can identify; it was spoken and written until the Normans conquered in 1066. This old English is a language somewhat like modern German, but it had already taken over some new words from Latin and from the Scandinavian people. Then the French took over, and from their language a great many words were borrowed. The next large period of borrowing was the Renaissance. In the sixteenth and seventeenth centuries, English was enlarged tremendously by Latin and classical Greek terms. From that time, English-speaking peoples have engaged in exploration, colonizing, and settlement of new lands. Wherever they have gone, the English have accepted new terms to express themselves from American, other European, Oriental, and even African peoples. The result is that modern English is a remarkable language with words that come from a surprising number of other tongues.

Exercise 1. *Here are words from a variety of different sources. Find each word in the dictionary and write the language it comes from. Abbreviate when you can.*

terrapin	**1.** .....
pretzel	**2.** .....
gruff	**3.** .....
polite	**4.** .....
robot	**5.** .....
launch	**6.** .....
trash	**7.** .....
squadron	**8.** .....
bravado	**9.** .....
perfume	**10.** .....
cobra	**11.** .....
hop	**12.** .....
skill	**13.** .....
medley	**14.** .....
clan	**15.** .....

The Dictionary and Vocabulary Building

ANYONE WHO WISHES to improve his vocabulary should make frequent use of a dictionary. A dictionary is probably the best means you have for learning the meanings of words with which you are unfamiliar and for learning correct usage.

A good dictionary contains a great deal of information. Primarily, of course, it is used to find the correct spelling and meaning of a word. In addition, a dictionary shows the pronunciation of a word by means of diacritical markings, phonetic spelling, syllable division, and placement of accent. It also tells the origin of a word, gives its part of speech, indicates whether it is in good usage today, illustrates its use, and gives related forms, antonyms, and synonyms. Some large dictionaries list common foreign words and phrases, proper names, and place names. Some even give biographical information and spelling, capitalization, and punctuation rules. A good dictionary is a valuable possession.

A dictionary is not valuable, however, unless it is used. You should consult a dictionary whenever you come to a word whose meaning you do not know. Sometimes the meaning of a word can be determined by the context, but often it cannot. When this situation arises, you must use your dictionary if you wish to improve your vocabulary.

You will find that using a dictionary is made easier if you know how to find a word quickly and how to select the meaning which applies to the context. In order to find a word rapidly you must be able to alphabetize and to recognize readily the relative position of letters in the alphabet. You should use all the mechanical aids provided by the publisher such as tabs set into pages with letters of the alphabet on them and guide words, which are words in the left and right corners of a page indicating the first and last words on the page. To select the correct meaning you must know the part of speech of the word in question, and you should examine the dictionary examples of the word's use. You must then choose the meaning fitting the context you are reading.

The exercises that follow should help in using a dictionary.

Exercise 2. *Arrange the following words in alphabetical order as quickly as possible. Write the number of the position of the word in the alphabet in the blank at the left. Number 1 is already marked. Go on to number 2.*

..... supervision	..... diagonal
..... weariness	..... yesterday
..... commercial	..... nourishment
..... diagram	..... merriment
..... reasonable	..... weary
..... geranium	..... fanatic
..... valuable	..... reason
..... nobility	..... commerce
1 brilliant	..... jonquil
..... studious	..... primarily

WHY PEOPLE TODAY SAY

daughter Today the teen-age daughter of the house is usually assigned certain household tasks. In Anglo-Saxon days in Britain one of the major tasks of a girl teen-ager was milking the cows. The Anglo-Saxon word for "person who milks" was *dohtor*. *Dohtor*, or *daughter*, came to be applied to a girl, whether she milked, washed dishes, baby-sat—or did no household chores at all.



Exercise 3. *Write* B *or* A *in the blank to indicate whether each word in the column at the left comes before or after the corresponding guide word in the column at the right.*

..... **1.**	negative	necessity
..... **2.**	industrialist	indoor
..... **3.**	dramatic	draw
..... **4.**	shallow	shamble
..... **5.**	ambush	amethyst
..... **6.**	specific	specialization
..... **7.**	organize	originality
..... **8.**	cloudless	clover
..... **9.**	entangle	enormous
.....**10.**	wordiness	woodsman

Exercise 4. *After each sentence, dictionary definitions are given for the italicized word. Select the definition that fits the sentence and put its number in the blank at the left.*

..... **1.** The brightly colored *ware* made a festive table for Thanksgiving.
(1) *v.t.* to beware of (2) *n.* dishes of baked clay (3) *n.* products, goods (4) *adj.* shrewd

..... **2.** The gambler would not *stake* any money on his own horse.
(1) *n.* a pointed piece of wood to be driven into the ground (2) *n.* the prize set in any contest (3) *v.t.* to bet (4) *v.t.* to back financially (5) *n.* the post to which a person is bound to be burned

..... **3.** *Stack* the books neatly against the wall.
(1) *n.* a large pile or heap (2)*n.* an English unit of measure (3) *n.* any collection of bookshelves neatly arranged (4) *v.t.* to pile up (5) *v.t.* to arrange cards secretly for cheating



WHY PEOPLE TODAY SAY

barcarole Gondoliers of Venice sang *barcaroles* as they wended their way along the canals. Since the Latin word *barca* meant "boat," or "barge," a *barcarole* is therefore a "boat song."

..... **4.** Though not wealthy, they are *content* with what they have.
(1) *adj.* satisfied (2) *adj.* assenting, agreeing (3) *n.* that which is contained (4) *n.* extent, size (5) *n.* essential meaning

..... **5.** The *chuck* was too small for the big lathe.
(1) *v.i.* to cluck (2) *v.t.* to give a tap or pat (3) *v.t.* to toss or throw (4) *n.* a toss or jerk (5) *n.* a portion of a side of dressed beef (6) *n.* device for holding work or a tool in a machine

..... **6.** The beautiful mahogany *crib* had been in the family for generations.
(1) *n.* a stall for cattle (2) *n.* a crate (3) *n.* a bin for storing grain (4) *n.* a small bedstead with high sides for a child (5) *n.* a translation to aid a student in reciting (6) *v.i.* to steal

..... **7.** Since the barracks burned, where will the army *quarter* the soldiers?
(1) *n.* one of four equal parts into which anything is divided (2) *n.* a division or special district of a town (3) *v.t.* to divide into four equal parts (4) *v.t.* to shelter (5) *v.i.* to range over a region

..... **8.** After a short battle the enemy was put to *rout*.
(1) *n.* a mob (2) *n.* state of being put into confused flight (3) *v.t.* to defeat utterly (4) *v.t.* to scoop out (5) *v.t.* to root up

..... **9.** How much did the company *net* on the transaction?
(1) *v.t.* to produce or gain as clear profit (2) *adj.* remaining after deduction of all charges and losses (3) *n.* fabric woven into meshes and used for catching fish, birds, etc. (4) *n.* a snare or trap (5) *v.t.* to cover or enclose with a mesh

.....**10.** It is not *meet* that you should thus ignore your duty.
(1) *n.* an assembling as of huntsmen or contestants (2) *adj.* suitable, fit (3) *v.i.* to assemble (4) *v.t.* to pay, as a debt (5) *v.t.* to come upon or across (6) *v.t.* to go to place of arrival of (7) *v.t.* to fight with

Prefixes, Roots, and Suffixes

THE STUDY OF WORDS, in addition to helping a person increase his vocabulary, can be extremely interesting—and even fun. A language is constantly changing: old words are acquiring new meanings, and new words are always creeping into usage. The manner in which a word enters a language is often amusing and surprising.

Words come into a language in various ways. It is obvious that some words imitate sounds, such as *buzz* and *tom-tom*. Other words are coined when they are needed to express new ideas, as the words *vitamin* and *television*. Another way for words to enter is through outright borrowing. *Bouillon* and *suite* come directly from French. Some words develop a meaning because of circumstances and events. The cotton material *lawn* acquired its name from the name of the French town, Laon, where it was made. The word *assassin* comes from an Arabic word meaning "an eater of hashish," hashish being a drug. During the Crusades a society was organized among the Mohammedans whose members under the influence of hashish secretly murdered many Christians. The one who had eaten hashish was an *ashshashin* or murderer. Today we have the word *assassin*.

Most words, however, come into a language through an orderly process of development. To the main part of a word, called the root or stem, are added prefixes and suffixes as they are needed. These roots and syllables added at the beginnings and ends of words may be of foreign origin, but you do not need to know foreign languages to analyze a word and determine its meaning. By knowing just the few most frequently used prefixes and suffixes and roots, you will be able to add greatly to your storehouse of words.

The Latin root *mit* or *mitt*, which means send, can be used as an example. The word *remit* means *send back* as the prefix *re* means *back*. A person *remits* when he sends back money to pay a bill. The word *permit* is made up of the prefix *per*, meaning *through*, and *mit*. *Permit* then means *send through*. A person *permits* someone to pass when he *sends* him *through*. The prefix *sub* means under. One *submits* to another when he places or *sends* himself *under* this person.

The meaning of a word can be further changed by adding a syllable at the end, a suffix. A *remitter* is a person who sends back or remits, for the suffix *er* indicates a person connected with the act. *Permission* means *the act of sending through or allowing*. The suffix *ion* signifies a noun and means *act or process*. In the word *submissive* the *ive* indicates an adjective meaning *having the nature or quality*. A *submissive* individual is one who has the nature of putting or sending himself under another's influence.

The importance of learning how to use prefixes and suffixes is easily seen. A prefix changes, limits, or extends the meaning of the root; a suffix usually makes it possible to use the root as another part of speech. Numerous combinations can be made; and if you can analyze a word, break it down, and recognize shifts in the meaning, you are well on the road to an improved vocabulary.

WHY PEOPLE TODAY SAY

tantalize When Tantalus, a king in Greek mythology, displeased some of the gods, his punishment was a terrible one. He was placed in water up to his chin; over his head were hung grapes and other delicious fruits. Whenever he tried to drink the water or eat the fruits, they were withdrawn so that they were just barely out of his reach. Today a person is said to *tantalize* someone else if he shows him something desirable but makes it difficult or impossible for him to possess it.



In the following pages are exercises dealing with useful roots, prefixes, and suffixes. If you study and perform these exercises carefully, you should acquire an increased knowledge of words. In your reading also pay attention to the structure of words whose meanings you do not know. In addition you should remember at all times to have a dictionary handy and to use it whenever necessary.

Prefixes Indicating Quantity or Number

As you develop your interest in words, you will discover that English uses many prefixes to indicate quantity or number. Our language has taken them over, largely from Latin and Greek, to show that some element of numbering is involved.

The following prefixes are examples of this particular quality of our language:

Prefix	Meaning
uni	*one*
bi	*two*
tri	*three*
multi	*many*
semi	*half*

Exercise 5. *Using the word list on pages 165-167—and your dictionary as necessary—list two words and their definitions for each of the prefixes below. Note how the prefix sometimes changes the meaning of the word to which it is prefixed.*

Example: bi (*two*)

a. bicycle—two-wheeled cycle

b. biped—two-legged animal

1. uni (*one*)

a.....

.....

.....

b.....

.....

.....

2. bi (*two*)

a.....

.....

.....

b.....

.....

.....

3. tri (*three*)

a.....

.....

.....

b.....

.....

.....

4. multi (*many*)

a.....

.....

.....

b.....

.....

.....

5. semi (*half*)

a.....

.....

.....

b.....

.....

.....

Exercise 6. *In each of the following statements, insert a synonym in the blank for the word or phrase in parenthesis. Then write the prefix of the word and its meaning in the spaces provided. Be sure to use words formed from the prefixes listed on this page, left column.*

Example: Unlike most mammals, man is a *biped* (two-legged creature).

Prefix – *bi*

Meaning – *two*

1. Ed says that Mr. Gray is a ..... (person having two or more million dollars).

Prefix.....

Meaning.....

2. As they grouped around the speaker, they formed a ..... (half-moon shape).

Prefix.....
Meaning.....

3. The Indian braves of several tribes decided to form a ..... (combination) in order to gain sufficient strength for their attack.

Prefix.....
Meaning.....

4. The creek which they were seeking .... (divided) the farm into equal parts.

Prefix.....
Meaning.....

5. A serious photographer usually has a..... .....(three-legged platform) on which to rest his camera.

Prefix.....
Meaning.....

Important Prefixes

Following are five important prefixes frequently found in English words:

Prefix	Meaning
com	*with, together with*
in	*into*
pre	*before*
sub	*under*
trans	*across, beyond*

Exercise 7. *Using the word list on pages 165-167—and your dictionary as necessary—list two words and their definitions for each of the prefixes that follow. Note how the prefix sometimes changes the meaning of the word to which it is prefixed.*

Example: trans (*across*)

a. transfer—convey from one place, person, or thing to another

b. transport—carry or transfer from one place to another

WHY PEOPLE TODAY SAY

companion Down through the centuries in almost every corner of the globe people who dine together are friends or, at least, friendly. In many places an unwritten law of hospitality demanded that the master of a house take in and feed all travelers that passed along his way. Once the householder and the traveler had broken bread together they were friends, even though they might never see each other again. The Latin prefix *com*, "with," and the word *panis*, "bread," were combined into the word *companion*. *Companions*, formerly, were persons who ate bread together. Today a *companion* is an associate.



1. com (*with*)

a.....
.....
.....

b.....
.....
.....

2. in (*in, into*)

a.....
.....
.....

b.....
.....
.....

3. pre (*before*)

a. .....

.....

.....

b. .....

.....

.....

4. sub (*under*)

a. .....

.....

.....

b. .....

.....

.....

5. trans (*across*)

a. .....

.....

.....

b. .....

.....

.....

Exercise 8. *In each of the following statements, insert a synonym in the blank for the word or phrase in parenthesis. Then write the prefix of the word and its meaning in the spaces provided. Be sure to use words formed from the prefixes listed on page 162, left column.*

1. He refused to ..... (perform) this act of violence.
   Prefix .....
   Meaning .....

2. The orders were to ..... (go into the territory of) the enemy's country.
   Prefix .....
   Meaning .....

3. He looked into the future and saw that the nature of man's life would be ..... (changed in condition).
   Prefix .....
   Meaning .....

4. His friend was chosen to ..... (give) the award for merit.
   Prefix .....
   Meaning .....

5. Gazing over the water, they saw that the ship was about to ..... (sink).
   Prefix .....
   Meaning .....

Other Important Prefixes

Prefix	Meaning
ad	*to, toward*
ex	*out of*
in*	*not*
dis	*apart from*
inter	*between*

Exercise 9. *Using the word list on pages 165-167—and your dictionary as necessary—list two words and their definitions for each of the prefixes below. Note how the prefix sometimes changes the meaning of the word to which it is prefixed.*

Example: inter (*between*)
a. interpose—intrude
b. interstate—having to do with mutual relations between states

1. ad (*to, toward*)

a. .....

.....

.....

b. .....

.....

.....

2. ex (*out of*)

a. .....

.....

.....

With this list, you will observe that the prefix IN has a second possible meaning. It may commonly suggest the idea of in, *or* into, *or it may give a negative idea, as in the case of the prefix in this group.*

b.....

.....

.....

3. in (*not*)

a.....

.....

.....

b.....

.....

.....

4. dis (*apart from*)

a.....

.....

.....

b.....

.....

.....

5. inter (*between*)

a.....

.....

.....

b.....

.....

.....

WHY PEOPLE TODAY SAY

auspicious Bird watchers in ancient Roman times did not bird watch just for fun. Whenever something important was to take place, men were appointed by the superstitious Romans to observe the flight and habits of birds. Certain things the birds did or the direction of their flight or their songs were considered omens that could indicate the success or failure of the coming event. Such a bird watcher was called an *auspex,* "bird seer," and the thing that he did was called *auspicium.* Today an event that is *auspicious* is one that is favorably disposed toward success.



Exercise 10. *In each of the following statements, insert a synonym in the blank for the word or phrase in parenthesis. Then write the prefix of the word and its meaning in the spaces provided. Be sure to use words formed from the prefixes listed on page 163, right column.*

1. The committee ..... (refused to approve) the proposal submitted.

Prefix.....

Meaning.....

2. During the presentation of *East Lynne* there was, between each act, an ..... (entertainment between acts of a play) featuring singing and comedy.

Prefix.....

Meaning.....

3. One difficulty with volcanoes is that they sometimes cease to be ..... (not active).

Prefix.....

Meaning.....

4. Some people are reluctant to accept ..... (opinions on what they ought to do).

Prefix.....

Meaning.....

5. In this presentation, we are to ..... (display) great enthusiasm for the project.

Prefix.....

Meaning.....

Word List for Prefixes

adhere – (*adhaerere,* Latin, from *ad,* "to," + *haerere,* "to stick," Latin) stick fast, remain attached, give support to

adjoin – (*adjungere,* Latin, from *ad,* "to," + *jungere,* "to join," Latin) be next to, close to; be in contact with; attach; annex

advertise – (*advertere,* Latin, from *ad,* "to," + *vertere,* "turn," Latin) give public notice, call attention to, announce, inform

advice – (*avis,* French, from *ad,* "to," + *visum,* "seen," Latin) opinion about what is to be done, news, information

biceps – (*bis,* "twice," + *caput,* "head," Latin) any muscle having two heads or origins

bicuspid – (*bi,* "two," + *cuspis,* "pointed," Latin) double-pointed tooth

bimonthly – (*bi,* "two," Latin, + *monath,* "month," Old English) taking place once in two months

bisect – (*bi,* "two," + *secare,* "to cut," Latin) divide into two parts, fork, cross

combat – (*combattre,* French, from *com,* "with," Latin + *battre,* "to beat," French) fight, struggle, battle

combine – (*combinare,* Latin, from *com,* "with," + *binus,* "two and two," Latin) join together, unite

command – (*commander,* French, from *com,* "with," + *mandare,* "to commit," Latin) give an order, order, have authority over

commence – (*commencer,* French, from *com,* "with," + *initiare,* "to begin," Latin) begin, start

commit – (*committere,* Latin, from *com,* "with," + *mittere,* "to send," Latin) hand over, deliver, imprison, do or perform

disapprove – (*dis,* "apart from," + *ad,* "to," + *probare,* "to approve," Latin) have or state an opinion against, show dislike, refuse consent, reject

disarm – (*dis,* "apart from," + *arma,* "arms," Latin) take weapons away from, remove suspicion from, make harmless

dismantle – (*dis,* "apart from," + *mantellum,* "cloak," Latin) strip of covering or equipment, pull down, take apart

disown – (*dis,* "apart from," Latin, + *agan,* "to own," Old English) refuse to recognize as one's own, cast off

exempt – (*exemptus,* Latin, from *ex,* "out," + *emere,* "to bring or take," Latin) free from a duty or obligation, release

exhale – (*exhaler,* French, from *ex,* "out," + *halare,* "to breathe," Latin) breathe out, pass off as vapor, change into vapor, evaporate

exhibit – (*exhibitus,* Latin, from *ex,* "out," + *habere,* "to have," Latin) show, display, show in court as evidence

exhort – (*exhorter,* French, from *ex,* "out," + *hortari,* "to incite," Latin) urge strongly, advise or warn

inactive – (*actif,* French, from *in,* "not," + *agere,* "to act," Latin) not active, idle, sluggish

incapable – (*incapabilis,* Latin, from *in,* "not," + *capere,* "to take," Latin) without ability, power, or fitness for; not legally qualified for, not susceptible

incivility – (*civilis,* Latin, from *in,* "not," + *civis,* "citizen," Latin) rudeness, lack of courtesy, act of rudeness

incomplete – (*in,* "not," + *com,* "with," + *plenere,* "to fill," Latin) not complete, lacking in some part, unfinished

inform – (*enformer,* French, from *in,* "in," + *formare,* "to form," Latin) tell, supply with knowledge, make accusation or complaint, inspire

instill – (*instiller,* French, from *in,* "in," + *stillare,* "to drop," Latin) put in little by little, impart gradually

intend – (*entendre,* French, from *in,* "in," + *tendere,* "to stretch," Latin) have in mind, mean, plan

interchange – (*entrechangier,* French, from *inter,* "between," Latin, + *changer,* "change," French) put each of two or more things or persons in place of each other, give and take, exchange

interlude – (*interludium,* Latin, from *inter,* "between," + *ludus,* "play," Latin) anything thought of as filling time between two things

WHY PEOPLE TODAY SAY

impede *and* expedite Whenever the slaveowners of ancient Rome feared that their slaves might run away, they ordered that the slaves' feet be fettered. The word for "to put fetters on the feet" was *impedio*. When the slaves wore the fetters, their movements were hampered or *impeded*.

Removal of the fetters, or "to release the feet," was known as *expedio*. At the present time *expedite* means "to hasten the progress of."



intersect – (*intersectus*, Latin, from *inter*, "between," + *secare*, "to cut," Latin) cut or divide by passing or crossing through, cross each other

interval – (*intervalle*, French, from *inter*, "between," + *vallum*, "wall," Latin) time or space between

invade – (*invadere*, Latin, from *in*, "in," + *vadere*, "to go," Latin) enter with force, attack, interfere with

multiform – (*multiforme*, French, from *multiformis*, Latin, from *multus*, "many," + *forma*, "form," Latin) having many different shapes, sizes, forms

multimillionaire – (*millionaire*, French, from Italian *millione*, *multus*, "many," + *mille*, "thousand," Latin) person who owns property worth several millions (of dollars, francs, etc.)

multiply – (*multiplier*, French, from *multiplicare*, Latin, from *multiplex*, "manifold," Latin) increase in number or amount, take a given number of times

multitude – (*multitudo*, Latin, from *multus*, "many," Latin) great many, crowd, common people

present – (*prae*, "before," + *esse*, "to be," Latin) give, offer, set forth in words, hand in, send in

preserve – (*preserver*, French, from *prae*, "before," + *servare*, "to save," Latin) keep safe from harm, keep up, maintain

preside – (*présider*, French, from *prae*, "before," + *sedere*, "to sit," Latin) have place of authority, have charge of a meeting, keep, maintain

prevail – (*prévaloir*, French, from *prae*, "before," + *valere*, "to be strong or able," Latin) exist, be in general use, be the most usual, be the stronger

semiannual – (*semi*, "half," + *annus*, "year," Latin) occurring every half-year, lasting a half-year

semicircle – (*semi*, "half," + *circus*, "circle," Latin) half-circle

semifinal – (*semi*, "half," + *finis*, "limit, end," Latin) one of the two rounds or matches that immediately precede the final one

semiofficial – (*semi*, "half," + *officium*, "office," Latin) partly official, possessing some degree of authority

subdue – (*subducere*, Latin, from *sub*, "under," + *ducere*, "to lead," Latin) conquer, overcome

submerge – (*submergere,* Latin, from *sub,* "under," + *mergere,* "to plunge," Latin) put under water, cover with water, cover, bury, sink, go out of sight

submit – (*submittere,* Latin, from *sub,* "under," + *mittere,* "to send," Latin) yield to power of, surrender, refer to others' authority

subscribe – (*subscribere,* Latin, from *sub,* "under," + *scribere,* "to write," Latin) promise to pay or give, write one's name at end of document

transform – (*transformer,* French, from *trans,* "across," + *formare,* "to form," Latin) change in form or appearance; change in condition, nature, character

transmit – (*transmittere,* Latin, from *trans,* "across," + *mittere,* "to send," Latin) send over, pass on or along, send out

transparent – (*transparens,* Latin, from *trans,* "across," + *parere,* "to appear," Latin) easily seen through, bright, clear, frank

transpose – (*transposer,* French, from *trans,* "across," Latin, + *poser,* "to put," French) change position of, interchange, change usual order of, transfer

triplet – (*triple,* French, from *triplus,* "triple," from *tri,* "three," + *plus,* "more," Latin) combination of three, one of three children or offspring born at one birth

tripod – (*tripus,* Latin, from Greek *tripous,* from *tri,* "three," + *pous, podos,* "foot," Greek) on three feet or legs, utensil or vessel with three legs, three-legged stand for camera

trireme – (*triremis,* Latin, from *tri,* "three," + *remus,* "an oar," Latin) a galley ship with three banks of oars

triweekly – (*tri,* "three," Latin, + *wicu,* "week," Old English) happening every three weeks or three times a week

union – (*union,* French, from *unus,* "one," Latin) oneness, combination

unique – (*unique,* French, from *unicus,* akin to *unus,* "one," Latin) single, sole, only

unison – (*unisson,* French, from *unus,* "one," + *sonus,* "sound," Latin) harmony; agreement; sung, spoken, done, or played together

unity – (*unitas,* from *unus,* "one," Latin) oneness, singleness

Important Suffixes

In addition to the observation of the effect of prefixes, it will be helpful to you to pay attention to the endings commonly seen in English words.

Noting the following suffixes, you will see that the English language frequently adds a group of letters which transform the grammatical function of the original word to make it a verb, noun, adjective, or adverb.

Example:	ant	serve (*verb*) servant (*noun*)
	eer	engine (*noun*) engineer (*noun*)

able	makes adjectives from verbs
ful	makes adjectives from nouns
ize	makes verbs from nouns or adjectives
hood	makes nouns from other nouns
ward	makes adjectives or adverbs from nouns or other adverbs

Exercise 11. *With the help of your dictionary and the suffix list on page 168, write two words for each of these suffixes. Be sure to observe what effect the suffix has on the original word.*

1. able
   a. ..... *able*
   ..... Original word
   b. ..... *able*
   ..... Original word
2. ful
   a. ..... *ful*
   ..... Original word
   b. ..... *ful*
   ..... Original word
3. ize
   a. ..... *ize*
   ..... Original word
   b. ..... *ize*
   ..... Original word
4. hood
   a. ..... *hood*
   ..... Original word

b. ..... *hood*
..... Original word

5. ward
a. ..... *ward*
..... Original word
b. ..... *ward*
..... Original word

Exercise 12. *For each word listed below, add one of the five suffixes on this page, right column, to form a new word. Then write a short sentence using it correctly.*

1. *depend* .....
Sentence .....
.....
.....

2. *false* .....
Sentence .....
.....
.....

3. *macadam* .....
Sentence .....
.....
.....

4. *meaning* .....
Sentence .....
.....
.....

5. *north* .....
Sentence .....
.....
.....

6. *out* .....
Sentence .....
.....
.....

7. *popular* .....
Sentence .....
.....
.....

8. *priest* .....
Sentence .....
.....
.....

9. *profit* .....
Sentence .....
.....
.....

10. *zest* .....
Sentence .....
.....
.....

Suffix List

able	hood
bearable	manhood
supportable	womanhood
usable	widowhood
wearable	neighborhood

ful	ize	ward
careful	scrutinize	toward
awful	regularize	forward
plentiful	colonize	backward
useful	deputize	homeward

Important Roots

Prefixes and suffixes are useful to know, but the roots of many English words are also worth paying attention to. For the most part these roots come from Latin and Greek, but you need not expect to learn these languages to enrich your own vocabulary.

The five roots listed below and on page 169 will assist you in developing greater understanding of words that are already familiar to you.

Original Word and Root Forms	Words Derived from This Root	
1. capere, captus	captive	except
to take, seize, hold	catch	precept
cap(t)	accept	perceive
cep(t)	capable	conception
ceiv	capacity	recipient
ceit	conceit	reception
cip		

2. videre, visus	evident	visit
to see	visible	survey
vid	advise	review
vis	advice	supervise
vey	prudent	provide
vic		
view		
3. ducere, ductus	education	conduct
to lead,	deduction	introduce
bring forth	duchess	reduce
duc(t)	duke	viaduct
dulc	produce	conduit
duch		
duit		
4. dicere, dictus	dictate	condition
to say, speak	abdicate	dictionary
dic(t)	ditto	verdict
dig	predict	contradict
dit	prejudice	edict
5. vertere, versus	divert	advertise
to turn, be	convert	adverse
unfavorable	reverse	controversy
vert	version	universe
vers	vertical	university

Exercise 13. *For each sentence fill in the blank with a synonym for the word or phrase in parenthesis. Select the word from the list on pages 168-169 as derived from one of the five roots, and list the root in the proper space. Use your dictionary as needed.*

Example: All of us went to the *reception* (party) in honor of our famous friend.

Root *cept*

1. Do not accept a ride in a canoe unless you are a ..... (competent, efficient) swimmer.

Root .....

2. Before the bridge could be built, it was necessary to make a ..... (inspection) of the whole area.

Root .....

3. At the beginning of the meeting, the chairman was expected to ..... (make known) the main speaker.

Root .....

4. The judge's ..... (decision) was most unexpected.

Root .....

5. When they came to the bridge that had been washed out, they had to ..... (turn back) their course.

Root .....

Exercise 14. *For each of the following roots, choose an English word from the list on pages 168-169. Write the word and use it in a short sentence of your own.*

1. duc

Word selected .....

Sentence .....

.....

2. dic, dict

Word selected .....

Sentence .....

.....

3. vert, vers

Word selected .....

Sentence .....

.....

4. vis, vid, vic

Word selected .....

Sentence .....

.....

5. cap, cep, ceit

Word selected .....

Sentence .....

.....

WHY PEOPLE TODAY SAY

January In the first month of the year people are looking back at the old year that has gone and looking forward to the new one that has just started. How fitting, then, that this month should be named for the Roman god, Janus, who had two faces, one face turned back to the past, the other turned ahead to the future!

Other Important Roots

Here are five more roots from which a good many English words have been formed. Note how your knowledge of prefixes and suffixes will help you to understand the words listed.

Original Word and Root Forms	Words Derived from This Root	
1. facere, factus	affect	faculty
to make, do	profit	forfeit
fac fait	factory	affect
fact feat	manufacture	fact
fash fec	effect	fashion
fair		
2. regere, rectus	correct	erect
to rule, direct, manage	direction	regent
	regular	royal
reg rig	regulate	regal
rect ress	dress	regiment
roy		
3. ferre, latus	delay	legislate
to bring, bear	difference	transfer
fer lay	offer	translate
lat	fertile	conference
	referee	circumference
4. metron	diameter	perimeter
measure	meter	thermometer
met	barometer	symmetry
	metrical	metronome
	kilometer	trigonometry
5. tenere, tentus	detain	sustain
to hold	obtain	contain
ten tinu	retain	tenant
tent tain	maintain	continent
tin	tenure	entertain

Exercise 15. *For each sentence fill in the blank with a synonym for the word or phrase in parenthesis. Select the word from the list above as derived from one of the five roots, and list the root in the proper space. Use your dictionary as needed.*

1. For the new highway, it was necessary to ..... (put up) many new signs.

Root .....

2. It seems hot in this room, but the .... (instrument for measuring temperature) records only 72°.

Root .....

3. The out-of-town guests were .... (provided with amusement) at a huge dance.

Root .....

4. The ..... (production by machinery) of an automobile is a very complex process.

Root .....

5. When the..... (judge of sports) blew his whistle, the game was over.

Root .....

Exercise 16. *For each of the following roots, choose an English word from the list on this page. Write the word and use it in a short sentence of your own.*

1. fac, fash, fait, feat

Word selected .....

Sentence .....

.....

2. fer, lat, lay

Word selected .....

Sentence .....

.....

3. ten, tent, tin, tain

Word selected .....

Sentence .....

.....

4. met

Word selected .....

Sentence .....

.....

5. reg, rect, roy, ress

Word selected .....

Sentence .....

.....

Denotation and Connotation

As you continue to read, you regularly acquire meaning through words. But a great many words do more than just communicate facts; they also suggest certain feelings. Past association or experience with a word often adds an emotional interpretation to its essential meaning. For example, when you read that a man is a *rabble-rouser,* you think less of him than you would if he were called a *statesman.* Almost all readers dislike *nosiness,* but *curiosity* opens new fields of learning. To most people *advertising* is good, but *propaganda* is usually bad.

The basic or dictionary meaning of a word is its *denotation,* the meaning people read into that word is its *connotation.* But the complete meaning of a word depends upon both: connotation and denotation. To interpret accurately, you must be aware of the connotative meanings of words and recognize that some words are loaded and are meant to suggest certain emotions.

Exercise 17. *In the following sentences underline what you consider "loaded" words, words meant to suggest certain emotions.*

1. Our neighbor is a gabby old lady who is always snooping into our affairs.

2. The fire blazed brightly on the hearth and gave the room a cozy appearance.

3. After gobbling down his food, the man slammed the money on the table and dashed toward the door, mumbling about the grub.

WHY PEOPLE TODAY SAY

muscle The French borrowed the word *muscalus,* meaning "little mouse," from the Latin language. They used it as a word for *muscle.* When a man flexes his arm, the muscles in his arm seem to move about just as though there were little mice running around under the skin.



4. Everyone snickered at the speaker's silly jokes.

5. The girl, fashionably dressed and well poised, greeted the guests in a charming manner.

6. Her brother is a seedy-looking character who has some radical ideas.

Exercise 18. *Rewrite each of the following sentences so that the meaning remains the same but the impression created is different.*

1. Her sister is a tall, skinny girl who wears outlandish clothes.

2. When she was fired from her job on the newspaper, she blubbered all the way home.

3. The coach bragged about last Saturday's game and boasted his team would bring home the state championship.

4. The junkman thinks he knows politics and is always trying to start an argument about political issues.

5. Their house contains a considerable number of antique pieces of furniture and bric-a-brac.

Words Frequently Confused

MANY PEOPLE HAVE difficulty comprehending what they read, and they make regressions because they confuse the meanings of words that look alike or sound alike. A list of some of these words follows:

a, and, an
addition, edition
advice, advise
aisle, isle
already, all ready
angel, angle
bear, bare
break, brake
canvas, canvass
capitol, capital
cereal, serial
clothes, cloths
course, coarse
currant, current
desert, dessert
exceed, accede
except, accept
formerly, formally
hear, here
idol, idle
its, it's
knew, new
know, no, now
lesson, lessen
loose, lose
off, of
patience, patients
piece, peace
principal, principle
quite, quiet, quit
respectfully, respectively
stationery, stationary
then, than
there, their, they're
through, threw, though
to, two, too
weather, whether
week, weak
whose, who's
your, you're

Exercise 19. *Select the correct word within the parenthesis in the following sentences. Mark through each incorrect word or phrase. Use your dictionary whenever necessary.*

All of the **1** (patience, patients) are **2** (all ready, already) moved into the **3** (principal, principle) part of the **4** (new, knew) hospital. The head doctor would not **5** (exceed, accede) to the wishes of the staff in regard to the width of the **6** (aisles, isles). He **7** (respectfully, respectively) presented his ideas so that everyone would **8** (know, no, now) the **9** (coarse, course) of action he intended to follow. He had made a **10** (canvas, canvass) of hospitals in four cities and **11** (new, knew) **12** (current, currant) practices. He would not **13** (desert, dessert) his position in spite of the **14** (advice, advise) of friends **15** (whose, who's) opinions he valued highly. For some **16** (weeks, weaks) some people suspected him of having **17** (excepted, accepted) money from questionable sources, but all kept **18** (quite, quiet, quit) for fear they would **19** (lose, loose) **20** (there, their, they're) positions. The doctor was an **21** (idle, idol, idyl) to many whom he had **22** (formerly, formally) treated. In fact, his life story had been printed in **23** (cereal, serial) form in a magazine. Nothing could **24** (lesson, lessen) his popularity, and it was probably **25** (to, too, two) late to do anything about the situation.

Exercise 20. *Mark through any word used incorrectly and write the correct word above.*

1. An extra addition of the paper described the flood and made a plea for cloths for the victims.

2. Their capital building, formally hear in this city, was moved.

3. The new building is all ready built in a quiet little town in the northern part off the state.

4. The principle advice given to the patience was not to break the rules.

5. Angles, dressed in lose white robes, walked up the aisle, singing.

6. The bear an it's cub were nibbling the current bushes.

7. All the men except two were idol because of the bad whether.

8. The boy respectively offered to carry the lode that was to heavy for the old man.

9. His explanation of the principal of the problem was quiet clear.

10. Who's lesson is written on blue stationary?

Supplementary Vocabulary Drills

As you will already have learned, it is almost impossible to pay *too much* attention to words and their ways. The more you know about English words, the more you will find them helpful and friendly tools.

Form the habit of noticing words—watch your daily newspaper or the magazines you are familiar with for unusual and interesting expressions. Some newspapers and magazines have regular sections to stimulate their readers to increase their word power.

In addition, you will find that the following supplementary word drills will help you to improve your vocabulary. Using your dictionary as often as necessary, complete the following exercises, either as they may be assigned to you, or as you have time to work them out for yourself.

Mathematics

Exercise 21. *From the following list select the word that best completes each of the sentences below and write it in the blank. Do not use any word more than once.*

addend
adjacent
altitude
angle
arc
axis
circumference
coefficient
conclusion
cube
cylinder
decimal
denominator
diameter
digit
dividend
divisor
equilateral
equivalent
exponent
graph
hexagon
horizontal
intersect
median
multiplier
numerals
numerator
parallel
parallelogram
per cent
perimeter
perpendicular
pi
prism
product
quotient
radius
rectangle
scalene
sector
sides
similar
sphere
square
sum
triangle
vertex
vertical
volume

1. A solid whose ends or bases are any congruent and parallel polygons and whose sides are parallelograms is called a .....

2. After multiplying the three numbers, we were surprised at the size of the .....

3. The progress made in sales by the new company was clearly shown on the .....

4. The line about which a rotating body turns is known as the .....

5. A portion of a circle bounded by two radii and an arc of the circle is called a .....

6. A system that proceeds by tens is called a ..... system.

7. Since the lines were on the same plane but did not meet, we knew they were .....

8. The Arabic figure "8" is known as a .....

9. After all the grades were written down, we proceeded to find the middle score, or .....

10. Since the land his father bought had only three sides, we knew at once it must be a .....

11. The boy knew the radius of the circle was half the length of its .....

12. A part of a curved line is called an .....

13. The number of cubic inches in a sphere is known as the .....

14. The point at which two straight lines meet is called the .....

15. A line perpendicular to the plane of the horizon is said to be .....

16. Two angles having a common side and vertex are .....

17. The statement which follows as a consequence of the hypothesis is the .....

18. The x-axis of coordinates is generally .....

19. Two lines that cross are said to .....

20. Symbols that are used to represent numbers are called .....

21. He borrowed money at the rate of five .....

22. A quadrilateral is a figure with four .....

23. Two triangles whose corresponding angles are equal are .....

24. The result obtained by addition is called a .....

25. The result of multiplying a quantity by itself is called the .....

Exercise 22. *In the blank at the left write the letter of the correct meaning for each of the following words.*

..... **1.** *pi*
(*a*) Roman numeral; (*b*) character, or a group of characters, used to express a number; (*c*) Greek letter denoting the ratio of the circumference of a circle to its diameter; (*d*) any Arabic numeral.

..... **2.** *cube*
(*a*) circle; (*b*) square; (*c*) solid with six equal square sides ; (*d*) solid with eight equal square sides.

..... **3.** *perimeter*
(*a*) half the square; (*b*) half the diameter; (*c*) distance round a closed figure; (*d*) volume of a solid.

..... **4.** *rectangle*
(*a*) plane figure having two equal sides; (*b*) plane figure having three angles; (*c*) plane figure having no angles; (*d*) plane figure having four right angles.

..... **5.** *radius*
(*a*) part of a triangle; (*b*) part of a rectangle; (*c*) twice the diameter of a sphere; (*d*) half the diameter of a sphere.

..... **6.** *angle*
(*a*) intersection of two rays; (*b*) a line parallel to a plane; (*c*) meeting of two curved lines; (*d*) same as altitude.

..... **7.** *circumference*
(*a*) distance across; (*b*) distance around; (*c*) half the distance around; (*d*) one fourth the distance across.

..... **8.** *hexagon*
(*a*) five-sided plane figure; (*b*) six-sided plane figure; (*c*) eight-sided plane figure; (*d*) three-sided plane figure.

..... **9.** *quotient*
(*a*) number obtained when one number is divided by another; (*b*) number obtained when one number is multiplied by another; (*c*) number obtained when one number is subtracted from another; (*d*) number obtained when one number is added to another.

..... **10.** *scalene*
(*a*) triangle with all sides equal; (*b*) triangle with three equal angles; (*c*) triangle with two sides equal; (*d*) triangle with no sides equal.

WHY PEOPLE TODAY SAY

canopy Mosquitoes were as great a problem to the ancient Greeks as they are to people of today. To protect themselves the Greeks slept in a *kōnōpeion*—from *kōnōps*, "mosquito" or "gnat"—a bed with mosquito curtains. By the time the word passed through the Latin and English languages it became *canopy* and applied only to the curtains.

Exercise 23. *Fill in the blank with the letter of the matching definition.*

..... 1. addend	*a.*	having all sides equal
..... 2. altitude	*b.*	perpendicular distance from base to vertex
..... 3. cylinder	*c.*	solid figure described by the edge of a rectangle rotated around the parallel edge as axis
..... 4. dividend	*d.*	at right angles to a given plane or line
..... 5. divisor	*e.*	number or quantity to be divided
..... 6. denominator	*f.*	number which signifies how many times another number is taken as a factor
..... 7. equilateral	*g.*	number or quantity to be added to another
..... 8. equivalent	*h.*	solid with all points on the surface equally distance from the center
..... 9. exponent	*i.*	term below the line in a fraction
.....10. multiplier	*j.*	number by which another number is multiplied
.....11. numerator	*k.*	numerical part of an algebraic term
.....12. parallelogram	*l.*	equal in area or volume but not necessarily of the same shape
.....13. coefficient	*m.*	number by which a dividend is divided
.....14. perpendicular	*n.*	plane figure with four sides, having the opposite sides parallel
.....15. sphere	*o.*	term above the line in a fraction

Sciences

Exercise 24. *From the following list select the word that best completes each of the sentences below and write it in the blank. Do not use any word more than once.*

alloy	fulcrum
amoeba	gaseous
aqueous	generate
atmosphere	gram
atomic	gravity
barometer	humidity
calcium	hydrogen
calorie	inert
coagulate	liter
combustible	metric
compound	molecule
condensed	neuron
conservation	organic
contaminate	organism
converter	oxygen
convex	parasite
corrosion	pigment
cyclone	precipitation
density	protein
detergents	radiation
dross	regulatory
embryo	saturated
equilibrium	vaporized
focus	volcano
friction	vulcanize

1. Driving became hazardous owing to the ..... of the fog.

2. The mistletoe, which grows on some trees, is a .....

3. The American Indians produced fire by the ..... of two pieces of wood.

4. Many eyeglasses have lenses that are .....

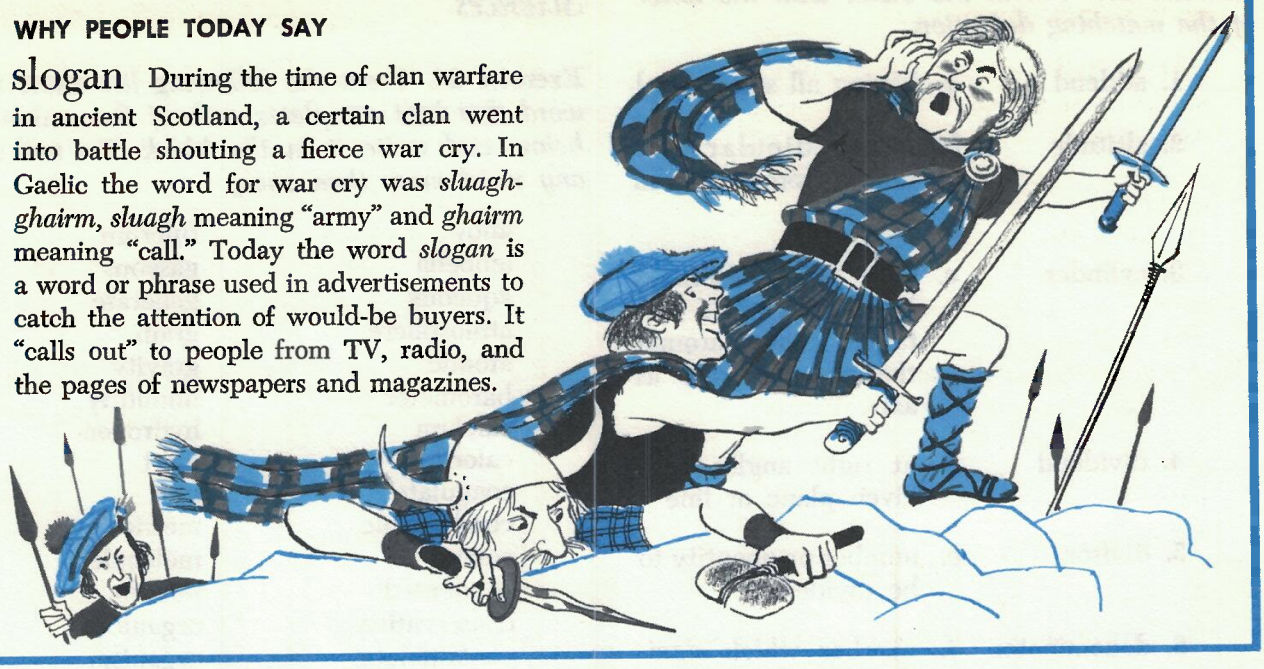
5. The force of a lever is increased by the use of a .....

6. In this process, the steam was .... into water.

7. A meat diet is largely food classified as .....

WHY PEOPLE TODAY SAY

slogan During the time of clan warfare in ancient Scotland, a certain clan went into battle shouting a fierce war cry. In Gaelic the word for war cry was *sluagh-ghairm, sluagh* meaning "army" and *ghairm* meaning "call." Today the word *slogan* is a word or phrase used in advertisements to catch the attention of would-be buyers. It "calls out" to people from TV, radio, and the pages of newspapers and magazines.



8. The most abundant of all the elements of the earth's surface is .....

9. Gold is often mixed with an ..... to give it strength.

10. Because the field glasses were bent, he could not ..... on the object he intended to examine.

11. Many new uses are slowly being developed for the peaceful use of ..... power.

12. The fumes from gasoline engines and coal contaminate the .....

13. A huge vessel used in the making of steel is called the Bessemer .....

14. The unit out of which the nervous system is built is the .....

15. Entire houses are destroyed by a violent .....

16. Waste and destruction of natural resources are the result of failure to regard the principles of .....

17. The lightest of any known substance is .....

18. There is great danger from atomic .....

19. The branch of chemistry concerned with the compounds of carbon is termed .....

20. In many households soap has been replaced by .....

21. The workings of this mechanical device can be governed or directed by a ..... machine.

22. The fact that the building became damp and mouldy was the result of the high .....

23. The heat was so intense that the water in the boiler ..... into steam.

24. Snow is a form of .....

25. On the teeth of some human beings deposits of ..... often form.

WHY PEOPLE TODAY SAY

bankrupt During the Middle Ages the ships of every country in the world docked at the ports of Florence and Venice. As a result, coins from all over the world circulated throughout these cities. The foreigners and merchants who traded with foreigners had to have a place to exchange the foreign money for domestic money. Certain men made a business of changing money and also lending money at high rates of interest. These bankers, or money-changers, conducted their business from a bench or *banca,* as the Italians called it, placed in the courtyard of a temple.

Occasionally, one of these money-changers would be so unfortunate as to lose all his money. When that happened, his bench was broken to announce that he was not in business any longer. The Latin word for *broken* is *rupt;* therefore, *bankrupt* really means "broken bench."



Exercise 25. *Fill in the blank with the letter of the matching definition.*

..... 1. dross	*a.* coloring matter
..... 2. pigment	*b.* a beginning, undeveloped stage
..... 3. embryo	*c.* rust
..... 4. inert	*d.* heat unit
..... 5. equilibrium	*e.* watery
..... 6. corrosion	*f.* relating to measurement
..... 7. calorie	*g.* originate
..... 8. aqueous	*h.* waste matter
..... 9. generate	*i.* sluggish
.....10. metric	*j.* state of balance

Exercise 26. *In the blank at the left write the letter of the correct meaning for each of the following words.*

..... **1.** *gram*
(*a*) plantation; (*b*) metric distance; (*c*) corrosion; (*d*) unit of weight.

..... **2.** *coagulate*
(*a*) congeal; (*b*) soften; (*c*) freeze; (*d*) turn to liquid.

..... **3.** *molecule*
(*a*) large mass; (*b*) unit of matter; (*c*) sharp pain; (*d*) round object.

..... **4.** *compound*
(*a*) combine; (*b*) save; (*c*) divide; (*d*) separate.

..... **5.** *organism*
(*a*) minute living being; (*b*) small plant; (*c*) large animal; (*d*) section of the body.

..... **6.** *combustible*
(*a*) inflammable; (*b*) moisture-laden; (*c*) warm; (*d*) frigid.

..... **7.** *barometer*
(*a*) insect repellant; (*b*) surveyor's instrument; (*c*) instrument to measure pressure; (*d*) instrument to measure heat.

..... **8.** *volcano*
(*a*) tropical storm; (*b*) earthquake; (*c*) cave; (*d*) opening in the earth's crust.

..... **9.** *gravity*
(*a*) light measurement; (*b*) weight; (*c*) deep valley; (*d*) ice formation.

.....**10.** *contaminate*
(*a*) clean; (*b*) destroy; (*c*) build; (*d*) soil.

.....**11.** *gaseous*
(*a*) heavy; (*b*) noisy; (*c*) lacking solidity; (*d*) health-giving.

.....**12.** *amoeba*
(*a*) dread disease; (*b*) form of poisonous plant; (*c*) one of the simplest forms of animal life; (*d*) large chemical formation.

.....13. *saturated*
(*a*) dried; (*b*) soaked; (*c*) darkened; (*d*) destroyed.

.....14. *liter*
(*a*) liquid measure; (*b*) measure of distance; (*c*) greatest common measure; (*d*) applause meter.

.....15. *vulcanize*
(*a*) consume completely; (*b*) convert into stone; (*c*) process of treating rubber; (*d*) make pliable.

Social Sciences

Exercise 27. *From the following list select the word which best completes each of the sentences below. No word should be used more than once. Write the word in the blank.*

abdication
anarchy
armistice
autocrat
ballot
boundary
boycott
capitulation
charter
coercion
coinage
colonial
covenant
crisis
decade
dictator
diplomacy
doctrine
economy
empires
erode
gladiators
guild
icon
inflation
irrigation
legislative
malefactor
mandate
medieval
mercenary
minstrels
monastery
monopoly
nationalism
obelisk
pawn
penance
plantations
pyramids
recession
referendum
renegade
repatriate
solvent
subsidy
treason
tribute
unification
viking

1. In the American Revolution the Hessians served as ..... soldiers.

2. Many romantic stories are told of life on the old Southern cotton .....
.....

3. A definite and apparent attempt to overthrow the government of one's own particular country is called an act of .....
.....

4. A religious emblem used in the Russian Orthodox Church is the .....
.....

5. Ancient Egyptians erected huge .....
..... as tombs for illustrious persons.

6. An absolute sovereign is sometimes termed an .....

7. In ancient times, traveling .....
..... entertained in castles and public squares.

8. The Romans often enjoyed watching .....
..... fight in the arena.

9. A state of lawlessness or political disorder is usually described as .....
.....

10. Monks commonly live in a .....
.....

11. In a political emergency, a military .....
..... is sometimes appointed to rule a country.

12. A tall monument erected by the Egyptians to celebrate the triumph of a ruler is called an .....

13. To guarantee their rights and privileges, the people demanded a .....

14. The two nations had long disputed the ..... line.

15. Both prices and the amount of money in circulation go up during a time of .....
.....

16. General and continued refusal to use or purchase the goods of a manufacturer or group of people is called a .....

17. The term for a period of ten years is .....

18. Marco Polo visited the court of Kublai Khan who was the ruler of one of the greatest ..... in history.

19. When the order to cease fire was agreed upon, an ..... was declared.

20. Native peoples often object to the .... policies of their foreign masters.

21. Pride in one's own country often results in a strong feeling of .....

22. The referring of a bill to popular vote for acceptance is termed a ....

23. When there is a temporary lack of prosperity in business, a ..... occurs.

24. When a person secures complete control of some commodity or service in one particular market he has a .....

25. When a company can easily pay its legal debts, it is considered to be ....

Exercise 28. *Fill in the blank with the letter of the matching definition.*

.....	1. legislative	*a.*	deserter
.....	2. renegade	*b.*	surrender
.....	3. ballot	*c.*	combination into one group
.....	4. capitulation	*d.*	surrender of authority
.....	5. abdication	*e.*	agreement
.....	6. covenant	*f.*	force
.....	7. unification	*g.*	pledge
.....	8. coercion	*h.*	principle
.....	9. doctrine	*i.*	voting form
.....	10. pawn	*j.*	law-making

Exercise 29. *In the blank at the left write the letter of the correct meaning for each of the following words.*

..... 1. *mandate*
(*a*) authoritative command; (*b*) plant; (*c*) baboon; (*d*) promise to pay.

..... 2. *guild*
(*a*) costume jewelry; (*b*) command; (*c*) association; (*d*) penalty.

..... 3. *coinage*
(*a*) corner post; (*b*) minted money; (*c*) mutual agreement; (*d*) trouble.

..... 4. *crisis*
(*a*) disaster; (*b*) triumph; (*c*) end result; (*d*) turning point.

..... 5. *diplomacy*
(*a*) social misconduct; (*b*) conduct of negotiations; (*c*) desperate remedy; (*d*) cunning.

..... 6. *tribute*
(*a*) bribery; (*b*) payment for protection; (*c*) trial; (*d*) group of natives.

..... 7. *penance*
(*a*) act of devotion; (*b*) sinfulness; (*c*) glorification; (*d*) lack of decision.

..... 8. *medieval*
(*a*) uncomfortable; (*b*) pertaining to the Middle Ages; (*c*) European; (*d*) crude.

..... 9. *malefactor*
(*a*) wrongdoer; (*b*) manufacturer; (*c*) prankster; (*d*) companion.

.....10. *viking*
(*a*) conqueror; (*b*) fisherman; (*c*) sea rover; (*d*) warship.

.....11. *erode*
(*a*) destroy; (*b*) tear; (*c*) build up; (*d*) wear away.

.....12. *irrigation*
(*a*) rainfall; (*b*) artificial watering; (*c*) annoyance; (*d*) destruction.

.....13. *subsidy*
(*a*) ransom; (*b*) government grant; (*c*) charity; (*d*) foundation.

.....14. *repatriate*
(*a*) remain; (*b*) depart; (*c*) banish; (*d*) return to one's country.

.....15. *economy*
(*a*) organized system; (*b*) great wealth; (*c*) government by the people; (*d*) federal taxes.

Literature

Exercise 30. *From the following list select the word that best completes each of the sentences below and write it in the blank. Do not use any word more than once.*

allegory
alliteration
anachronism
analogy
articulation
autobiography
ballad
bibliography
blank verse
caricature
coincidence
colloquialism
conflict
connotation
criterion
epic
epitaph
exposition
fable
flashback
free verse
gobbledygook
homonym
hyperbole
idyl
imagery
irony
legends
Limerick
lyric
metaphor
metonymy
monologue
myth
narrative
novel
onomatopoeia
paraphrase
personification
plagiarism
poet laureate
précis
prologue
protagonist
pun
refrain
rhyme
setting
simile
synecdoche

1. In 1930 John Masefield became ..... of England.

2. Write a paragraph of ..... giving your reasons for believing the statements are true.

3. The animals teach us a lesson in this ..... we have just read.

4. Since this word sounds like the other one but is different in meaning and spelling, it is plainly a .....

5. On the tombstone was an unusual .....

WHY PEOPLE TODAY SAY

clew *or* clue In a vast labyrinth in ancient Crete there roamed a hideous monster known as the *Minataur,* having the head of a bull and the body of a man. Every ninth year seven youths and seven maidens were placed in the labyrinth, there to wander about helplessly in the maze of passageways until they were discovered and eaten by the Minataur. Theseus, son of the king of Athens, believing he could kill the monster, offered himself as a victim. The daughter of the king of Crete, Ariadne, in love with Theseus, knew that even if he did kill the Minataur he and his group would never find their way out of the labyrinth. To help Theseus, she gave him a ball of yarn. The story ended happily. Theseus did kill the Minataur and, with the help of the ball of yarn, he and his companions escaped from the labyrinth. In retelling this old story the Anglo-Saxons used their word *cleowen,* for the ball of yarn. Eventually *clew,* or *clue,* came to mean what it means in mystery stories today—an indication of some kind which helps a person solve a mystery.



6. Talking with her is not conversation but a ....., for no one else has a chance to say anything.

7. The villain's traits are so exaggerated that he isn't a true character but rather a .....

8. The folk tales about Paul Bunyan and Mike Fink are ..... based on the early history of our country.

9. Use books published in the last ten years when you compile the ..... for your term report.

10. Using a passage from a work without mentioning the author is .....

11. To make discourse more intelligible is the sole purpose of .....

12. Rather than read a book of short stories, I chose a long .....

13. Through the years the word has acquired a ..... slightly different from the dictionary definition.

14. Zeus is the subject of the .... we have been reading.

15. New York in 1860 is the .... of this story.

16. Having a Civil War soldier look at his wrist watch is an .....

17. The explorer told of his adventures in his recently published .....

18. A kind of poetry that sometimes resembles prose is called .....

19. The fact that the ending of the story depended on ..... made it unbelievable and also weakened the plot.

20. That the weather should turn warm just after he bought a new pair of skates is the ..... of fate.

21. When you say "a sail" and mean "a ship," you are using a figure of speech known as .....

22. If you say "gray hairs" and mean "old age," you are using a figure of speech known as .....

23. Before we start reading the play, we must first read the .....

24. Blank verse is poetry that does not ....

25. As we finish reading each paragraph, we must ..... it.

Exercise 31. *Fill in the blank with the letter of the matching definition.*

..... 1. idyl	*a.*	involved and obscure language often characteristic of official documents and announcements
..... 2. flashback	*b.*	poem presenting in a simple manner scenes or incidents of country life
..... 3. narrative	*c.*	phrase or passage in a poem that recurs often
..... 4. personification	*d.*	figure of speech in which the sound suggests the meaning
..... 5. refrain	*e.*	any account or story of related happenings
..... 6. imagery	*f.*	passage in a play or story which breaks the time order of the story to relate an earlier event
..... 7. epic	*g.*	story in which characters symbolize ideas, and which usually teaches some truth or lesson
..... 8. onomatopoeia	*h.*	figure of speech giving lifelike qualities to inanimate things
..... 9. gobbledygook	*i.*	long narrative poem relating great deeds of some hero
.....10. allegory	*j.*	term used to describe the main figures of speech, usually those appealing to the senses

Exercise 32. *In the blank at the left write the letter of the correct meaning for each of the following words.*

..... **1.** *simile*
(*a*) likeness; (*b*) stroke in swimming; (*c*) indifference; (*d*) comparison with *like* or *as*.

..... **2.** *Limerick*
(*a*) short verse form of eight lines; (*b*) villager; (*c*) nonsense poem of five lines; (*d*) form of ridicule.

..... **3.** *alliteration*
(*a*) repetition of same sounds at end of at least two words; (*b*) rhyme scheme; (*c*) repetition of same sound at beginning of at least two words; (*d*) desolation.

..... **4.** *colloquialism*
(*a*) informal expression; (*b*) formal expression in writing; (*c*) long conversation; (*d*) speech ending.

..... **5.** *metaphor*
(*a*) shift in rhythm; (*b*) change in form; (*c*) figure of speech denoting likeness without use of *like* or *as;* (*d*) expression indicating a dissimilarity of things.

..... **6.** *conflict*
(*a*) conclusion; (*b*) introduction; (*c*) struggle; (*d*) climax.

..... **7.** *ballad*
(*a*) long narrative in prose; (*b*) essay on wild fowl; (*c*) popular short narrative poem; (*d*) nature poem largely descriptive.

..... **8.** *blank verse*
(*a*) unrhymed verse; (*b*) carefully patterned verse; (*c*) short nonsense poem; (*d*) long folk poem.

..... **9.** *analogy*
(*a*) unusualness; (*b*) resemblance; (*c*) summary; (*d*) short story.

..... **10.** *hyperbole*
(*a*) exaggeration; (*b*) understatement; (*c*) punishment; (*d*) height.

..... **11.** *précis*
(*a*) introduction to a literary work; (*b*) concise summary; (*c*) poem of 14 lines expressing a single idea or sentiment; (*d*) blank verse.

..... **12.** *lyric*
(*a*) poem expressing feeling or emotion; (*b*) musical entertainer in the Middle Ages; (*c*) stringed musical instrument; (*d*) poem that rhymes.

..... **13.** *protagonist*
(*a*) villain in a play; (*b*) writer of fiction; (*c*) leading character in a play or story; (*d*) dull and formal teacher.

..... **14.** *pun*
(*a*) poem having 5 lines; (*b*) short, pithy expression; (*c*) witty thought concisely expressed; (*d*) humorous play on words.

..... **15.** *criterion*
(*a*) standard by which a work is judged; (*b*) person who judges literary works; (*c*) critical estimate of a work of literature; (*d*) final revelation which solves a plot.

WHY PEOPLE TODAY SAY

town Long ago in England farmers did not live on their farms but in near-by villages. A village was no more than some crude houses grouped close together for protection from wild animals. Around the houses and serving as a fence was a hedge, which the Anglo-Saxons called *tun*. Later, any kind of walled village came to be called *tun*, and eventually *town*.



Fine Arts

Exercise 33. ***From the following list select the word that best completes each of the sentences below and write it in the blank. Do not use any word more than once.***

accent	line
accompaniment	make-up
ballet	marbles
carol	melodrama
choir	miracle play
chord	octave
chorus	overglaze
climax	overture
complex	poetic justice
conductor	prelude
confidant	puppet
cue	rhythm
dialogue	set
duet	solo
emphasis	static
exit	stilts
farce	symphony
feeding	tempo
fresco	texture
frieze	turning
glaze	unison
harmony	unity
interval	vibrato
kiln	villain
largo	wheel

1. Because of all the animation, the children preferred to watch the ..... show.

2. The pottery looked cheap because it was covered with too much .....

3. The religious suggestion is clear in a .....

4. A conductor of a complicated ..... must know a great deal about music.

5. A potter may produce beautiful works if he is an expert at .....

6. The glaze ran into the oven because the ..... under the pottery was insecure.

7. Jazz bands are usually known for their .....

8. Many of the most famous ..... of classic art have been found in Greece.

9. The play was adversely criticized because the chief character was so dull that he was considered .....

10. In several of Shakespeare's plays the ..... is a companion of the hero.

11. The Greek dramatists for the most part believed in the concept of .....

12. In the most thought-provoking plays the chief personality is usually a ..... character.

13. After the duet had finished, the soprano sang a .....

14. As the action heightened, we could see the approach to the .....

15. In this play the man who kills the innocent girl is clearly the .....

16. The singer's melody was supplemented by the excellent .....

17. The actor did not look like Lincoln because his ..... was very bad.

18. The audience applauded enthusiastically when the ..... of the orchestra appeared.

19. One of the foundations of good dramatic structure is .....

20. The actor proved so hesitant that the prompter had to keep ..... him lines.

21. Character development in a play is shown by the ..... spoken by the characters.

22. A play can be ruined by placing too much ..... on the plot.

23. As the leading lady made her ....., she stumbled over a prop.

24. She was a player without a single ..... to say.

25. Confusion resulted when three actors spoke in .....

Exercise 34. *Fill in the blank with the letter of the matching definition.*

..... 1. accent	*a.*	mixture of inorganic ingredients, fused into glass when fired
..... 2. frieze	*b.*	ornamental band on a wall
..... 3. carol	*c.*	structure or composition
..... 4. glaze	*d.*	lathe used by potters
..... 5. prelude	*e.*	to sing joyously; Christmas song of praise
..... 6. texture	*f.*	a preliminary to an action
..... 7. wheel	*g.*	extra-heavy emphasis or stress
..... 8. chord	*h.*	harmony of two or more tones
..... 9. interval	*i.*	series of eight consecutive diatonic tones
.....10. overture	*j.*	musical introduction to an opera, oratorio, etc.
.....11. largo	*k.*	method of painting on freshly spread plaster
.....12. octave	*l.*	difference in pitch between two tones
.....13. fresco	*m.*	rate of speed, movement, time
.....14. tempo	*n.*	on low strings, wavering effect of tone by shaking fingers
.....15. vibrato	*o.*	large, broad, slowest tempo

WHY PEOPLE TODAY SAY

ostracize In ancient times the city-state of Athens, Greece, was proud to be a democracy—even though, by present-day standards, it was a limited one. The citizens were ever watchful that one of their number did not gain too much power. If someone did overstep the bounds, the others had a forthright way of dealing with him. Those who opposed him assembled in a public place, wrote his name on pieces of shell or tile, called *ostrakons,* and dropped them into an urn. If a certain number of votes were cast against him, he was banished from Athens for ten years. Today *ostracize* means to exclude a person from a group, with the approval of the group.



Exercise 35. *In the blank at the left write the letter of the correct meaning for each of the following words.*

..... 1. *choir*
(*a*) company of singers, as in church; (*b*) art of dancing; (*c*) string of a musical instrument; (*d*) sacred tune.

..... 2. *chorus*
(*a*) group of male voices; (*b*) singers who dance as well as sing; (*c*) group of mixed voices; (*d*) refrain or burden of a song.

..... 3. *duet*
(*a*) two sounds heard at the same time; (*b*) composition for two pianos; (*c*) composition for two voices or instruments; (*d*) two-line melody.

..... 4. *cue*
(*a*) timing; (*b*) person who prompts actors in their lines; (*c*) stick with which an orchestra leader beats time; (*d*) last words or action of any one actor which precedes line of another actor.

..... 5. *farce*
(*a*) drama which excites pity and terror; (*b*) light, humorous drama in which plot depends on situation and not character; (*c*) play that is a bitter comment on life; (*d*) play having a moral.

..... 6. *kiln*
(*a*) clay used for ceramics; (*b*) type of earthenware; (*c*) furnace in which ceramics are fixed; (*d*) enamel used on pottery.

WHY PEOPLE TODAY SAY

escape In olden times in France a prisoner would sometimes get away from a would-be captor by slipping out of his cape and taking to his heels, thus leaving his assailant clutching the empty cape. Such an adventure was called *ex cappa,* "out of cape." In England the word *escape* came to mean "to get away."



..... 7. *melodrama*
(*a*) musical comedy; (*b*) play that intensifies sentiment and exaggerates passion; (*c*) drama that uses absurd situations; (*d*) drama that ends without disaster or death.

..... 8. *set*
(*a*) time and place of events in a play; (*b*) director's chair; (*c*) scenery and properties; (*d*) muscial composed for a musical drama.

..... 9. *ballet*
(*a*) spectacular group dance in an opera or stage piece; (*b*) song that tells a story; (*c*) poetry recitation; (*d*) folk singing.

.....10. *harmony*
(*a*) mouth organ; (*b*) group singing; (*c*) musical combination of tones or chords; (*d*) tune repeated over and over.

General

Exercise 36. *From the following list select the word that best completes each of the sentences on the next page and write it in the blank. Do not use any word more than once.*

abrupt
aggravate
agitation
alteration
aristocratic
arrant
assent
authorize
autumnal
baffle
blemish
booty
client
context
contrast
dependent
dulcet
effective
effulgent
equivalent
exclude
extemporary
humane
impartial
indifference
initial
intolerant
latticed
maternal
meager
miniature
minor
molest
notorious
overlook
paternal
pecuniary
precede
precipitate
recline
sanction
scope
surplus
tactful
terminate
uncouth
vigil
vocation
wane
weird

1. The pirates divided the ..... when they reached the deserted island.

2. Children are ..... on their parents for food and shelter.

3. Even after an hour's study the problem continued to ..... us.

4. A ..... blue light appeared in the window of the vacant house.

5. The ..... criminal whose crimes had been written up in all the newspapers was finally captured.

6. The lawyer consulted with his ..... before making a statement.

7. The road made an ..... turn to the left.

8. We always enjoy the ..... scenery when the leaves begin to change color.

9. An ..... was made in the plans for the house.

10. The government plans to distribute some of the ..... grain to needy foreign countries.

11. The ..... window cast queer shadows on the floor.

12. For Christmas he received the ..... of one week's pay.

13. The country was noted for its ..... treatment of prisoners of war.

14. The city council refused to ..... the spending of money.

15. As yet no ..... way has been found to combat the disease.

16. Handsome and well-groomed, the stranger had an ..... air about him.

17. The judges were ..... in their awarding of the prizes.

WHY PEOPLE TODAY SAY

sardonic The ancient name for the island of Sardinia, which lies alongside the west coast of Greece, was Sardo. On that island grew a plant that all the people of Sardinia regarded with horror. Their belief was that if a person were to eat this plant, his face would be contorted into a scornful, twisted grin. This grin was called *Sardonios gelos*, or "Sardinian laughter." Eventually, the word *sardonic* was used to describe the expression on a person's face when he felt scorn or contempt.



18. Father being an orphan, we always spend holidays with my ..... grandparents.

19. A wide frame will cover the ..... in the corner of the picture.

20. Usually very ..... in her remarks, Sue last night insulted several people.

21. Although alike in disposition, the twins present a great ..... in appearance.

22. A sentence taken out of ..... usually gives an entirely different meaning from what the writer intended.

23. Every member of the class must give a brief ..... speech some time during the year.

24. Her thoughtless remark served to ..... an argument between the two men.

25. That man is known to be an ..... coward.

Exercise 37. *Fill in the blank with the letter of the matching antonym.*

..... 1. exclude	*a.* last
..... 2. indifference	*b.* notice
..... 3. initial	*c.* follow
..... 4. meager	*d.* abundant
..... 5. minor	*e.* begin
..... 6. precede	*f.* increase
..... 7. terminate	*g.* important
..... 8. uncouth	*h.* enthusiasm
..... 9. overlook	*i.* contain
.....10. wane	*j.* refined

Exercise 38. *In the blank write the letter of the correct meaning for each of the following words.*

..... 1. *aggravate*
(*a*) to pinch; (*b*) to dig; (*c*) to make worse; (*d*) to explain.

..... 2. *agitation*
(*a*) excitement; (*b*) changeableness; (*c*) fear; (*d*) dislike.

..... 3. *assent*
(*a*) to agree; (*b*) to send; (*c*) to prohibit; (*d*) to watch.

..... 4. *dulcet*
(*a*) metallic; (*b*) sleepy; (*c*) equatic; (*d*) melodious.

..... 5. *effulgent*
(*a*) overflowing; (*b*) incorruptible; (*c*) imaginary; (*d*) radiant.

..... 6. *intolerant*
(*a*) fearless; (*b*) easily angered; (*c*) narrow-minded; (*d*) crooked.

..... 7. *miniature*
(*a*) large; (*b*) small; (*c*) pretty; (*d*) ugly.

..... 8. *pecuniary*
(*a*) relating to money; (*b*) privately owned; (*c*) fretful; (*d*) relating to the chest.

..... 9. *paternal*
(*a*) friendly; (*b*) fatherly; (*c*) kind; (*d*) brotherly.

.....10. *molest*
(*a*) to disturb; (*b*) to poke; (*c*) to tickle; (*d*) to follow.

.....11. *recline*
(*a*) to go up; (*b*) to rest; (*c*) to build; (*d*) to descend.

.....12. *sanction*
(*a*) to approve; (*b*) to make holy; (*c*) to solve; (*d*) to believe.

.....13. *scope*
(*a*) review; (*b*) cut; (*c*) extent; (*d*) remark.

.....14. *vigil*
(*a*) sleep; (*b*) rest; (*c*) study; (*d*) watch.

.....15. *vocation*
(*a*) greediness; (*b*) severe trial; (*c*) occupation; (*d*) trip, journey.

WHY PEOPLE TODAY SAY

debonair Falconry, the use of killer hawks to pursue game, was a favorite sport in medieval times. In France people lavished as much care and attention upon their pet falcons as do horse owners today upon their favorite race horses. Female falcons having an impassive, haughty look—that is, having *de bonne aire,* "of good air," or "of good appearance"—were especially desirable to sportsmen. *Debonair* now describes a person who has a graceful and courteous air about him.



Exercise 39. *From the following list select the word that best completes each of the sentences below and write it in the blank. Do not use any word more than once.*

affable
agenda
allusion
animated
anthology
apprehend
arbitrary
centennial
chivalrous
chronic
chronicle
colossal
compassion
copious
cower
deferred
degradation
dilapidated
disperse
elated
evacuate
evasive
exemplary
fickle
fortify
frugal
illiterate
implicate
impromptu
indispensable
intrepid
intricate
involuntary
isolated
lament
lethargy
mercenary
nocturnal
oblivious
perjury
pinioned
reprimand
roguish
stipulation
supplementary
surly
swindle
unbiased
verify
vigilance

1. I wish to ..... the price before I buy the chair.

2. A parent should ..... his child when the child misbehaves.

3. The ..... sounds of the country sometimes keep city dwellers awake.

4. At the meeting we covered all the items on the ..... in a little more than an hour.

5. The soldier received a medal for his ..... conduct.

6. ..... parties are sometimes more fun than those that are planned.

7. She is so prejudiced that it is hard for her to give an ..... opinion.

8. We gave Mary an ..... of poems for her birthday.

9. To repair the ..... house will cost a great deal.

10. The president ..... a discussion of the report until the next meeting.

11. The class history was a .... of events of our four years of high school.

12. Because of his ..... manner he has few friends.

13. One officer ..... the arms of the robber while the other one searched him.

14. A ..... supply of water is needed to irrigate the valley.

15. The college will celebrate its .... anniversary this year.

16. Such bad action results only in .... of character.

WHY PEOPLE TODAY SAY

maverick Before Sam Maverick's time an unbranded calf was called just "an unbranded calf." Whenever an unscrupulous ranch owner ran across such a calf, he put his own brand on it and claimed it for his own.

Sam made it easy for his light-fingered neighbors. He felt so sorry for the poor calves that he refused to brand the ones he owned. Thus, an unmarked calf was considered fair game by his greedy neighbors, who called such a calf a *maverick*.



17. Some people are ..... complainers.

18. He showed great ..... in forgiving his accusers.

19. His ..... pranks may get him into trouble if he is not careful.

20. If the witness does not tell the truth, he will be guilty of .....

21. The police ordered the crowd to .... immediately.

22. She is so ..... that she chooses her friends on the basis of their wealth.

23. To ..... the island against attack is almost impossible.

24. When I am reading, I am .... to all around me.

25. People living in the coastal areas along the path of the hurricane were advised to ....

Exercise 40. *Write a synonym for each of the following words. Use your dictionary if you need help.*

1. swindle .....
2. colossal .....
3. intrepid .....
4. animated .....
5. allusion .....
6. elated .....
7. affable .....
8. arbitrary .....
9. isolated .....
10. stipulation .....

Exercise 41. *In the blank write the letter of the correct meaning for each of the following words.*

..... 1. *evasive*
(*a*) untrustworthy; (*b*) not straightforward; (*c*) improbable; (*d*) sincere.

..... 2. *intricate*
(*a*) complex; (*b*) simple; (*c*) small; (*d*) beautiful.

..... 3. *implicate*
(*a*) imitate; (*b*) involve; (*c*) point out; (*d*) pretend.

..... 4. *lethargy*
(*a*) deadly medicine; (*b*) drowsiness; (*c*) rheumatism; (*d*) unthinking or rash hurry.

..... 5. *supplementary*
(*a*) additional; (*b*) higher education; (*c*) newspaper; (*d*) flattering.

..... 6. *frugal*
(*a*) stern; (*b*) thrifty; (*c*) tense; (*d*) luxurious.

..... 7. *involuntary*
(*a*) not generally true; (*b*) not by choice; (*c*) proudly; (*d*) governed by will.

..... 8. *lament*
(*a*) mourn; (*b*) smooth; (*c*) polish; (*d*) spread.

..... 9. *apprehend*
(*a*) resist; (*b*) arrest; (*c*) praise; (*d*) compliment.

..... 10. *illiterate*
(*a*) unable to read; (*b*) unable to talk; (*c*) poor lighting; (*d*) repetition of sounds.

..... 11. *indispensable*
(*a*) not spent; (*b*) needed; (*c*) not clear; (*d*) questionable.

..... 12. *fickle*
(*a*) gentle; (*b*) cruel; (*c*) weak; (*d*) faithless.

..... 13. *vigilance*
(*a*) brightness; (*b*) watchfulness; (*c*) person who lights street lamps; (*d*) sleepiness.

..... 14. *chivalrous*
(*a*) courteous; (*b*) ablaze with light; (*c*) sparkling; (*d*) on horseback and fully armed.

..... 15. *cower*
(*a*) hide; (*b*) long for; (*c*) provide shelter; (*d*) crouch down.

Key to Building Vocabulary

Test 1 *(page 153)*

1. c	4. c	7. c	10. a
2. d	5. c	8. d	11. b
3. b	6. c	9. d	12. a

Test 2 *(pages 153-154)*

1. d	4. d	7. b	10. c
2. a	5. b	8. c	11. c
3. a	6. a	9. b	12. c

Test 3 *(page 154)*

1. c	4. d	7. a	10. b
2. b	5. d	8. c	11. d
3. a	6. c	9. c	12. c

Test 4 *(page 155)*

1. b	4. a	7. b	10. b
2. c	5. d	8. a	11. d
3. d	6. a	9. d	12. a

Test 5 *(page 156)*

1. a	4. c	7. b	10. d
2. d	5. d	8. a	11. c
3. d	6. c	9. b	12. d

Exercise 1 *(page 157)*

1. Algonquian	9. Sp.
2. G.	10. F.
3. D.	11. Pg.
4. L.	12. AS.
5. Czech.	13. ON.
6. ONF.	14. OF.
7. Scand.	15. Gael.
8. It.	

Exercise 2 *(page 158)*

16 supervision	*4* diagonal
18 weariness	*20* yesterday
3 commercial	*11* nourishment
5 diagram	*9* merriment
14 reasonable	*19* weary
7 geranium	*6* fanatic
17 valuable	*13* reason
10 nobility	*2* commerce
1 brilliant	*8* jonquil
15 studious	*12* primarily

Exercise 3 *(page 159)*

1. A	6. A
2. A	7. B
3. B	8. B
4. B	9. A
5. B	10. A

Exercise 4 *(page 159)*

1. 2	6. 4
2. 3	7. 4
3. 4	8. 2
4. 1	9. 1
5. 6	10. 2

Exercise 5 *(page 161)*

Any two for each of the five numbered items.

1. *union* – oneness, combination
   unique – single, sole
   unison – harmony, agreement
   unity – oneness, singleness

2. *biceps* – muscle having two heads or origins
   bicuspid – double-pointed tooth
   bimonthly – taking place once in two months
   bisect – divide into two parts

3. *triplet* – combination of three
   tripod – utensil on three feet or legs, three-legged stand for camera
   trireme – galley ship with three banks of oars
   triweekly – happening every three weeks or three times a week

4. *multiform* – having many different shapes, sizes
   multimillionaire – person having millions of dollars
   multiply – increase in number or amount
   multitude – great many, crowd

5. *semiannual* – twice yearly, every half-year
   semicircle – half-circle
   semifinal – one of the two matches or rounds before the final one
   semiofficial – partly official, having some degree of authority

Exercise 6 *(pages 161-162)*

1. multimillionaire multi many	2. semicircle semi half
3. union uni one	4. bisected bi two
5. tripod tri three	

Exercise 7 *(pages 162-163)*

Any two for each of the five numbered items.

1. *combat* — fight, struggle
   combine — join together, unite
   command — give an order, order, have authority over
   commit — hand over, deliver, imprison

2. *inform* — tell, supply with knowledge, make accusation
   instill — put in little by little, impart gradually
   intend — have in mind, mean, plan
   invade — enter with force, attack, interfere with

3. *present* — give, offer, set forth in words, hand in, send in
   preserve — keep safe from harm, keep up, maintain
   preside — have place of authority, have charge of a meeting
   prevail — exist, be in general use, be the stronger

4. *subdue* — conquer, overcome
   submerge — put under water, cover with water, sink, cover, bury, go out of sight
   submit — yield to power of, surrender, refer to others' authority
   subscribe — promise to pay or give, write one's name at end of document

5. *transform* — change in form or appearance; change in condition, nature, character
   transmit — send over, pass on or along, send out
   transparent — easily seen through, bright, clear
   transpose — change position of, interchange, transfer

Exercise 8 *(page 163)*

1. commit
   com
   with

2. invade
   in
   in, into

3. transformed
   trans
   across

4. present
   pre
   before

5. submerge
   sub
   under

Exercise 9 *(pages 163-164)*

Any two for each of the five numbered items.

1. *adhere* — stick fast, remain attached
   adjoin — be next to or close to, be in contact with, attach
   advertise — give public notice, call attention to, announce
   advice — opinion about what is to be done, news, information

2. *exempt* — free from duty or obligation, release
   exhale — breathe out, pass off as or change into vapor, evaporate
   exhibit — show, display
   exhort — urge strongly, advise, warn

3. *inactive* — not active, idle, sluggish
   incapable — without ability, power, or fitness for; not legally qualified, not susceptible
   incivility — rudeness, lack of courtesy
   incomplete — not complete, lacking in some part

4. *disapprove* — have or state an opinion against, show dislike, refuse consent
   disarm — take weapons away from, remove suspicion from
   dismantle — strip of covering or equipment, pull down
   disown — refuse to recognize as one's own, cast off

5. *interchange* — put each of two or more things or persons in place of each other, give and take, exchange
   interlude — interval, anything thought of as filling time between two things
   intersect — cut or divide by passing through, cross each other
   interval — time or space between

Exercise 10 *(page 164)*

1. disapproved
   dis
   apart from

2. interlude
   inter
   between

3. inactive
   in
   not

4. advice
   ad
   to

5. exhibit
   ex
   out of

Exercise 11 *(pages 167-168)*

1. bearable – bear
   supportable – support
   usable – use
   wearable – wear
2. careful – care
   awful – awe
   plentiful – plenty
   useful – use
3. scrutinize – scrutiny
   regularize – regular
   colonize – colony
   deputize – deputy
4. manhood – man
   womanhood – woman
   widowhood – widow
   neighborhood – neighbor
5. toward – to
   forward – for
   backward – back
   homeward – home

Exercise 12 *(page 168)*

Sentences will vary.

1. dependable
2. falsehood
3. macadamize
4. meaningful
5. northward
6. outward
7. popularize
8. priesthood
9. profitable
10. zestful

Exercise 13 *(page 169)*

1. capable – cap
2. survey – vey
3. introduce – duc
4. verdict – dict
5. reverse – vers

Exercise 14 *(page 169)*

Any words from the list (pages 168-169) given for each root.

Exercise 15 *(page 170)*

1. erect – rect
2. thermometer – met
3. entertained – tain
4. manufacture – fact
5. referee – fer

Exercise 16 *(page 170)*

Any words from the list (page 170) given for each root.

Exercise 17 *(page 171)*

1. gabby snooping
2. blazed brightly hearth cozy
3. gobbling slammed dashed mumbling grub
4. snickered silly
5. fashionably poised charming
6. seedy-looking character radical

Exercise 18 *(page 171)*

1. Her sister is a tall, slender girl who wears interesting clothes.
2. When she lost her position on the newspaper, she wept all the way home.
3. The coach spoke about last Saturday's game and predicted his team would win the state championship.
4. The owner of the antique store believes he understands politics and likes to debate political issues.
5. Their house is full of old furniture and out-of-date ornaments.

Exercise 19 *(page 172)*

1. patients
2. already
3. principal
4. new
5. accede
6. aisles
7. respectfully
8. know
9. course
10. canvass
11. knew
12. current
13. desert
14. advice
15. whose
16. weeks
17. accepted
18. quiet
19. lose
20. their
21. idol
22. formerly
23. serial
24. lessen
25. too

Exercise 20 *(page 172)*

1. edition clothes
2. capitol formerly here
3. already of
4. principal patients
5. Angels loose
6. and its currant
7. idle weather
8. respectfully load too
9. principle quite
10. Whose stationery

Exercise 21 *(pages 173-174)*

1. prism
2. product
3. graph
4. axis
5. sector
6. decimal
7. parallel
8. digit
9. median
10. triangle
11. diameter
12. arc
13. volume
14. vertex
15. vertical
16. adjacent
17. conclusion
18. horizontal
19. intersect
20. numerals
21. per cent
22. sides
23. similar
24. sum
25. square

Exercise 22 *(page 174)*

1. c
2. c
3. c
4. d
5. d
6. a
7. b
8. b
9. a
10. d

Exercise 23 *(page 175)*

1. g
2. b
3. c
4. e
5. m
6. i
7. a
8. l
9. f
10. j
11. o
12. n
13. k
14. d
15. h

Exercise 24 *(pages 175-176)*

1. density
2. parasite
3. friction
4. convex
5. fulcrum
6. condensed
7. protein
8. oxygen
9. alloy
10. focus
11. atomic
12. atmosphere
13. converter
14. neuron
15. cyclone
16. conservation
17. hydrogen
18. radiation
19. organic
20. detergents
21. regulatory
22. humidity
23. vaporized
24. precipitation
25. calcium

Exercise 25 *(page 177)*

1. h
2. a
3. b
4. i
5. j
6. c
7. d
8. e
9. g
10. f

Exercise 26 *(pages 177-178)*

1. d
2. a
3. b
4. a
5. a
6. a
7. c
8. d
9. b
10. d
11. c
12. c
13. b
14. a
15. c

Exercise 27 *(pages 178-179)*

1. mercenary
2. plantations
3. treason
4. icon
5. pyramids
6. autocrat
7. minstrels
8. gladiators
9. anarchy
10. monastery
11. dictator
12. obelisk
13. charter
14. boundary
15. inflation
16. boycott
17. decade
18. empires
19. armistice
20. colonial
21. nationalism
22. referendum
23. recession
24. monopoly
25. solvent

Exercise 28 *(page 179)*

1. j
2. a
3. i
4. b
5. d
6. e
7. c
8. f
9. h
10. g

Exercise 29 *(pages 179-180)*

1. a
2. c
3. b
4. d
5. b
6. b
7. a
8. b
9. a
10. c
11. d
12. b
13. b
14. d
15. a

Exercise 30 *(pages 180-181)*

1. poet laureate
2. exposition
3. fable
4. homonym
5. epitaph
6. monologue
7. caricature
8. legends
9. bibliography
10. plagiarism
11. articulation
12. novel
13. connotation
14. myth
15. setting
16. anachronism
17. autobiography
18. free verse
19. coincidence
20. irony
21. synecdoche
22. metonymy
23. prologue
24. rhyme
25. paraphrase

Exercise 31 *(page 181)*

1. b
2. f
3. e
4. h
5. c
6. j
7. i
8. d
9. a
10. g
11. k
12. b
13. a
14. m
15. j

Exercise 32 *(page 182)*

1. d
2. c
3. c
4. a
5. c
6. c
7. c
8. a
9. b
10. a
11. b
12. a
13. c
14. d
15. a

Exercise 33 *(pages 183-184)*

1. puppet
2. overglaze
3. miracle play
4. symphony
5. turning
6. stilts
7. rhythm
8. marbles
9. static
10. confidant
11. poetic justice
12. complex
13. solo
14. climax
15. villain
16. accompaniment
17. make-up
18. conductor
19. unity
20. feeding
21. dialogue
22. emphasis
23. exit
24. line
25. unison

Exercise 34 *(page 184)*

1. g
2. b
3. e
4. a
5. f
6. c
7. d
8. h
9. l
10. j
11. o
12. i
13. k
14. m
15. n

Exercise 35 *(pages 184-185)*

1. a
2. d
3. c
4. d
5. b
6. c
7. b
8. c
9. a
10. c

Exercise 36 *(pages 185-186)*

1. booty
2. dependent
3. baffle
4. weird
5. notorious
6. client
7. abrupt
8. autumnal
9. alteration
10. surplus
11. latticed
12. equivalent
13. humane
14. authorize
15. effective
16. aristocratic
17. impartial
18. maternal
19. blemish
20. tactful
21. contrast
22. context
23. extemporary
24. precipitate
25. arrant

Exercise 37 *(page 187)*

1. i
2. h
3. a
4. d
5. g
6. c
7. e
8. j
9. b
10. f

Exercise 38 *(page 187)*

1. c
2. a
3. a
4. d
5. d
6. c
7. b
8. a
9. b
10. a
11. b
12. a
13. c
14. d
15. c

Exercise 39 *(pages 188-189)*

1. verify
2. reprimand
3. nocturnal
4. agenda
5. exemplary
6. Impromptu
7. unbiased
8. anthology
9. dilapidated
10. deferred
11. chronicle
12. surly
13. pinioned
14. copious
15. centennial
16. degradation
17. chronic
18. compassion
19. roguish
20. perjury
21. disperse
22. mercenary
23. fortify
24. oblivious
25. evacuate

Exercise 40 *(page 189)*

Suggested answers.

1. cheat, defraud
2. huge, monstrous, tremendous
3. fearless, bold, courageous
4. inspired, lively, full of life or spirit
5. indirect reference, hint
6. exultant, exalted in spirit, overjoyed
7. courteous, sociable, civil
8. capricious, despotic, decisive but unreasoned
9. remote, placed apart, solitary
10. a contracting or agreeing, that which is agreed upon, condition of agreement

Exercise 41 *(page 189)*

1. b
2. a
3. b
4. b
5. a
6. b
7. b
8. a
9. b
10. a
11. b
12. d
13. b
14. a
15. d

RECORD OF PROGRESS

Name _____ **Age** _____ **Date** _____

Class _____ **Teacher** _____

Reading Essays

No.	WPM	Comprehension		Vocabulary	
		Number Correct	%	Number Correct	%
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					

Getting the Idea

No.	Number Correct	%
1		
2		
3		
4		

Getting the Idea (*cont.*)

No.	Number Correct	%
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		

Building Vocabulary

No.	Number Correct	%
Test 1		
Test 2		
Test 3		
Test 4		
Test 5		
Ex. 1		
Ex. 2		
Ex. 3		
Ex. 4		
Ex. 5		
Ex. 6		

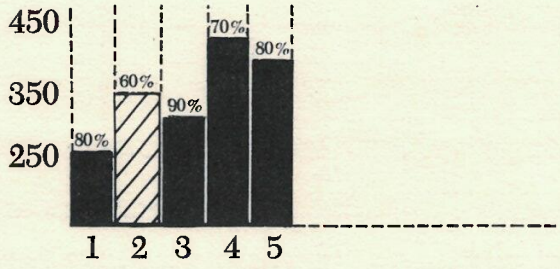
Building Vocabulary (*cont.*)

No.	Number Correct	%
Ex. 7		
Ex. 8		
Ex. 9		
Ex. 10		
Ex. 11		
Ex. 12		
Ex. 13		
Ex. 14		
Ex. 15		
Ex. 16		
Ex. 17		
Ex. 18		
Ex. 19		
Ex. 20		
Ex. 21		
Ex. 22		
Ex. 23		
Ex. 24		
Ex. 25		
Ex. 26		
Ex. 27		
Ex. 28		
Ex. 29		
Ex. 30		
Ex. 31		
Ex. 32		
Ex. 33		
Ex. 34		
Ex. 35		
Ex. 36		
Ex. 37		
Ex. 38		
Ex. 39		
Ex. 40		
Ex. 41		

PROGRESS PROFILE

Below is a graph on which to record your reading rate and comprehension scores. This graph will give you a visual record of your progress, so that you can see at a glance how much you improve from one lesson to the next. When you have completed all twenty-six selections, you should see a considerable difference from when you first started work in this book.

Directions: After you have recorded your reading rate and comprehension scores on page 196, color or mark in with a pencil the appropriate bar of the graph below up to the number of words-per-minute at which you read the selection. If your comprehension score is below 70%, draw slash lines on the graph bar instead of making a solid bar. Write in your comprehension score just above the marked-in bar. A sample graph is started for you below:



Words-per-minute

PROGRESS CHART

700
650
600
550
500
450
400
350
300
250

Essay 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

PERSONAL WORD LIST

No.	Word	Definition

No.	Word	Definition

No.	Word	Definition

No.	Word	Definition

No.	Word	Definition

NOTES

NOTES

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